

THE WRITING PROCESS: HOW DOES STORY PLANNING INFLUENCE DETAILS IN
WRITING FOR THIRD GRADE STUDENTS IN A WRITER'S WORKSHOP SETTING?




Advisor



MASTER'S THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER'S IN EDUCATION

WILLIAM PATERSON UNIVERSITY

NEW JERSEY

2010

© Valerie Mifsud, 2010, All Rights Reserved

TABLE OF CONTENTS

	Page
NOTICE OF COPYRIGHT	ii
CHAPTER I, THE PROBLEM	1
Statement of the Problem	2
Research Questions	3
Definition of Terms	3
Theoretical Rationale	4
Theory of Social Development	5
Cognitive Strategy Instruction in Writing	6
Social Learning Theory	9
Educational Significance	11
CHAPTER II, REVIEW OF RELATED LITERATURE AND RESEARCH	12
Introduction	12
The Writing Process	13
Planning Strategy Instruction	15
Self-Regulated Strategy Development	21
CHAPTER III, RESEARCH DESIGN	26
Model	26
Setting	26
Research Participants	27

TABLE OF CONTENTS (continued)

Data Sources	30
On-Demand Writing	30
Planning Tools	30
Drafts	31
Published Piece	31
Conferences	31
Data Analysis Procedures	32
Validity and Reliability	32
CHAPTER IV, FINDINGS	34
Introduction	34
Analysis of On-Demand	35
Patterns in Length	35
Patterns in Planning	35
Patterns in Organization	36
Patterns in Descriptive Words	36
Patterns in Elaboration	37
Patterns in Overall Quality	37
Analysis of Published Piece	38
Analysis of Increased detail	38
Student Examples	40
Revision	46

TABLE OF CONTENTS (continued)

CHAPTER V, CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS	47
Summary of Findings	47
Conclusions	47
Limitations	50
Implications for Practice	50
REFERENCES	53

Chapter I

The Problem

Due to the challenging nature of writing, many students have difficulties when completing assignments (Houck & Billingsley, 1989). The choice of words and inclusion of details is limited when students are asked to write things like personal narratives, realistic fiction, and memoirs.

Writing workshop is an interactive approach to teaching writing that allows students to learn the importance of rehearsal, drafting, revising, and editing their own work. Students write to communicate, plan, petition, remember, announce, list, and imagine (Calkins, 1986). In the writer's workshop, students take ownership of their own writing by writing personal stories in a writer's notebook. Students learn and practice generating stories, planning, drafting, revising, and publishing in this type of program. Planning, or prewriting, is an important aspect of the writer's workshop. In the writing workshop, students are required to plan out their stories prior to drafting them. It is important to determine whether or not planning will influence the amount of details third graders will add to their pieces of writing.

The NJ ASK3 is a state assessment that requires third grade students to complete an on-demand piece of writing in thirty minutes. The NJASK3 includes a prewriting section that is rarely used by students. Often, students believe that writing is a simple matter of sitting down, writing their story, and then they are finished. It is important that students understand that writing is a process and the importance of each step.

Writing is a process that fosters learning in all disciplines and occurs over time and employs strategies like prewriting, drafting, revision, and editing. These strategies are reoccurring and essential (Emig, 1971).

Statement of the Problem

In prior years, my school district did not put a strong emphasis on teaching the writing process. Planning, or prewriting, was never strongly emphasized. Teachers were not guided in how they should be teaching writing. In all grade levels, teachers were teaching their students a different way. In my personal classroom experience, prewriting, or planning, was never a priority. Previously, students thought of an idea, immediately drafted a story, and then edited their piece with the teacher. In the writing workshop model, students take control of their writing by going through the entire writing process.

In recent years, my school district's NJASK3 language arts scores have been low. Every year, our goal is to improve scores in language arts. Therefore, this year a new reading and writing program has been implemented in my school; reading and writing workshop. It is the goal of the school to improve language arts scores with help from the implementation of the new reading and writing programs.

The 2009-2010 school year is the first year I will be implementing a writing workshop in my classroom. The planning aspect of the writing workshop is something that I have not experienced with my students in past years. In earlier years, I find that when my students are asked to write on-demand personal narratives, many students are unable to sequence events

clearly, add descriptive words, and focus on small moments. These are elements of adding details to a story. Generally, student writing tends to have a broad-spectrum, rather than having any type of real focus. Throughout the year, I plan to implement the ideas of the writing workshop. Students in my class will learn how the writing process influences and changes their writing. My research for this thesis will focus primarily on the planning aspect of the writing process. In this current study, I hope to discover how planning influences student detail in their writing.

Research Question

How does story planning influence details in writing for third grade students in a writer's workshop program?

- How does story planning influence the student's overall quality of writing?
- How does story planning influence the length of writing?

Definition of Terms

- **Writing Workshop**-“Writing Workshop is an interactive approach to teaching writing in which students learn and practice the importance of rehearsal, drafting/revising, and editing their own work” (Calkins, 1986). Children select personal topics, write for authentic audiences, and learn conventions and mechanics of writing. Conferencing with peers and teachers guide students through the processes of the program (Willis, 2001)
- **Writing Process**- Series of thoughts and behaviors involved in planning, writing, and/or revising written compositions. (ERIC Thesaurus, 2009)

- **Planning/Prewriting-** All activities that precede the first draft of a written work -- includes planning, outlining, note taking, oral discussion, use of visual aids, etc. (ERIC Thesaurus, 2009)
- **Details-**Elaboration of verbs, inner thinking, setting, dialogue, in a sequential sequence
- **SRSD-** Self-Regulated Strategy Development. A model of instruction combines explicit teaching of writing strategies with instruction in self-regulatory skills (Helsel & Greenberg, 2007).
- **Graphic Organizers-**visual displays that enable the learner to understand information more easily (Dye, 2000)
- **Writer's Notebook-** A tool for writing and living that holds your thoughts, noticings, stories, and ideas. They represent a place for writing and a new way about thinking about the writing process. They are an invitation to generate entries, notes, lists, drafts, and observations on a variety of topics (Calkins, 1991).

Theoretical Rationale

The Writer's workshop model offers students a sense of themselves as writers. Writing is a medium for self-expression and self-discovery. Writing helps students grow as individuals, promotes reflective, critical thinking, and allows students to be creative and expressive (Graham, 1999). The writer's workshop allows students to work at their own pace with pieces of their own writing that are based on their personal experiences. Throughout the writing process, students levels of writing vary from student to student.

According to Vygotsky, “the richer a person’s experience, the richer the material his imagination has access to” (Vygotsky, 2004, p.9). In the writer’s workshop, students gather entries in a writer’s notebook about their own personal experiences. The sense of the imagination is a very important function in human behavior and development. “Every act of imagination starts with the accumulation of experience. All else being equal, the richer the experience, the richer the act of imagination” (Vygotsky, 2004, p.10). In a writer’s workshop program, students write about their own experiences, which guide their abilities to use their imagination.

Vygotsky’s Theory of Social Development states that learning leads to development. He also states that every person has a zone of proximal development. The zone of proximal development “is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”(Vygotsky, 1978, p.86).

In Vygotsky’s zone of proximal development, children are in a state of exploration where the child makes sense of his or her own world. Vygotsky stated that to estimate one’s individual learning would be to test a child’s performance on a task to measure a particular cognitive process. Normally, a teacher would determine whether or not a child passes or fails at this point. Vygotsky argues that learning does not stop here. Vygotsky believes that methods of assistance like providing prompts, directing leading questions, and asking the child to change or defend an answer. By doing so, the child’s zone of proximal development grows (Tryphon & Voneche, 1996). According to Vygotsky(1978), students learn through demonstration, leading questions, and introducing the elements of s task’s solution.

Vygotsky's zone of proximal development is most pertinent to the writer's workshop model of writing and learning. Social interaction plays a fundamental role in the process of cognitive development (Vygotsky, 1978). Students in a writer's workshop write stories, or entries, at their own level. With assistance of their peers and teachers, students take their writing through the writing process, learning new strategies and skills along the way. The skills they learn throughout the writing process are then applied independently to future pieces of writing. Natural ability and social interaction are key components in classroom that implements the writer's workshop model.

Similar to Vygotsky, Carol Sue Englert (2001) considers a sociocultural perspective as a framework for writing instruction. Englert (2001) stated that "writing is a holistic cognitive activity; cognitive processes are learned in dialogic interactions with others; cognitive development occurs in students' zones of proximal development; and knowledge construction is a social and cultural phenomenon" (p. 153). Vygotsky's work suggests that cognitive processes are first learned through social interaction with more knowledgeable individuals who model that process proficiently. Englert & Mariage (1991) state that it is the responsibilities of these individuals to model the writing processes as they think aloud in order to make the cognitive processes more visible to learners in relation to planning, drafting, and monitoring their drafts.

Englert & Raphael (1988) describe the implementation of process writing in an elementary classroom as students writing student-selected topics daily, group-sharing, peer editing, opportunities to revise, writing conferences that focus on skills, and the publication of student papers. They claim that there are many advantages to employing process writing in the classroom. According to Englert & Raphael (1988), process writing encourages reluctant writers to write. The use of student-selected topics allows student to easily focus on their familiar topic

when writing. Students also directly experience the writing process and, through reading partners, students can also get feedback about what readers need when reading one's piece of writing.

Raphael & Englert (1990) codirected the development of the Cognitive Strategy Instruction in Writing. The CSIW provided opportunities to make reading and writing of informational text more visible to students. It also provided "opportunities for teachers and students to develop a knowledge base fundamental to writing and reading informational text" (Raphael & Englert, 1990, p. 399). An essential aspect of the program was development a common language between teacher and student about the processes and strategies being learned. "The instructional process focused on four recurring phases: a) text analysis. b) modeling the writing process, c) guiding students as they wrote, and d) providing students with opportunities for independent writing" (Raphael & Englert, 1990, p. 390).

In order to write proficiently, Englert & Mariage (1991) state that there must be an awareness of the importance of cognitive structures, processes, and experiences. Writing is a social process where writers write for a purpose and an audience. It is necessary for teachers to change their instruction in order to meet the needs of the individual student.

According to Englert & Mariage (1991), a language and dialogue of "sameness" (p.330) is necessary to establish in a classroom setting. There should be a common set of vocabulary, set of assumptions about writing, and students' membership in a community of authors and readers.

In the past, there have been many problems with writing instructions. In many classrooms, students do not have enough opportunities to engage in purposeful writing. Writing instruction has also previously focused more so on writing mechanics and grammar. Previous writing instruction has not allowed students to read and view a variety of texts. Instead, students

have been working in textbooks and only learning certain parts of the writing process. Most importantly, teachers have failed to guide students in the writing process. In some cases, teachers have merely assigned writing assignments with little modeling or explanation. This type of instruction “leaves students with a very simplistic, mechanical knowledge about writing” (Englert & Mariage, 1991, p. 331).

According to Englert & Mariage (1991), writing instruction should focus on making the structures and processes of writing evident to students. Effective writing instruction involves helping students by teaching them about common text structures and involving them in the writing process. When teaching, teachers should first model their inner thinking that skilled writers use. This type of modeling is intended to foreshadow issues and problems the students themselves will have with their own writing. Next, the teacher models the entire writing process by showing them how to plan, organize, draft, edit, and revise. Throughout the instructional process, teachers should slowly allow the students to take control of the writing strategies. The use of mentor texts is another important aspect of effective instruction. Students refer to mentor texts to help them monitor and revise their pieces.

Peer editing and conferencing are vital components in teaching writing. They are important because they give opportunities to read other authors in order to look at what works and what does not work. The social interaction provides confirmation of students work and it allows students to rehearse the language they are acquiring for talking about texts. It also provides feedback for the student, makes the reader concrete, and allows the writers listen to and talk to their own text. (Englert & Mariage, 1991)

Eventually, students should be able to self regulate their writing and be able to internalize inner dialogue and strategies they have learned. This will allow them to become active members

of the literacy community, contributing their voices and experiences through a shared understanding about writing in a classroom community.

Overall, teachers have an important responsibility to develop a classroom environment as a dynamic, evolving process that is social in nature, where through common language and shared understanding, a community of writers is developed (Englert & Mariage, 1991).

The theories of Englert, Raphael, and Mariage are significant in this study because of the importance they stress on the writing process and the necessity of modeling strategies for students. Like process writing, students experience the writing process first hand in a writer's workshop. In the workshop, teachers model strategies for students in a mini lesson before students practice the strategy independently. Students are also taken, step-by-step, through the writing process. (Calkins, 1986).

Another social learning theorist Albert Bandura (1963) said that "learning may occur through observation of the behavior of others even when the observer does not reproduce the model's responses during acquisition and therefore receives no reinforcement" (p.4). Bandura stated that the concept of observational learning, or "imitation (p.89), is when a person reproduces actions, attitudes, or emotional responses exhibited by another.

Role playing, or modeling, is an important component in a writing workshop based classroom. In the workshop model, a teacher models a specific skill or strategy for the student. Bandura (1969) stated that the four steps that involved the modeling process are attention, retention, reproduction, and motivation. First, in order to learn something, students must be paying attention. Observational learning is a big part of student learning; therefore it is imperative for students to be more appealing to the student, so the student is more inclined to pay attention. Students must also be able to retain the information. They should store what they see

being modeled, and ideally use it later, independently. Reproduction involves the students' ability to reproduce the actual learned behavior. An important aspect of reproduction is that the ability to imitate the behaviors improves with practice. Lastly, students must be motivated in a classroom setting (Bandura, 1969).

“When a given response is followed by a positively reinforcing consequence, it increases the likelihood that the response will be repeated on subsequent occasions” (Bandura, 1969). Through motivation, students will most likely repeat the desired response. Positive motivations include past reinforcement, promised reinforcement, and vicarious reinforcement. Another option is to produce negative motivations like past punishment, promised punishment, and vicarious punishment. Bandura (1969) believes that punishment motivations do not work as well as reinforcement motivations and tends to have a backfire effect.

Bandura's theory supports this study because it relates to imitation and positive reinforcement. In the writing workshop, students explicitly instruct students through modeling a strategy or skill. Later in the lesson, students confer with teachers. While conferencing with teachers, it is important that teachers always compliment the student's efforts and give them positive reinforcement.

Vyotsky, Englert, Raphael, and Bandura are social learning theorists that support the ideas of my research study. Important ideas of the following theorists include the zone of proximal development (Vygotsky, 1978), process writing (Englert, 1988), and the role of imitation and positive reinforcement in learning behavior (Bandura, 1969).

Educational Significance

Currently, the writing workshop approach to teaching writing is becoming more popular in today's school system. In the writing workshop, it is the teacher's responsibility to take his or her students through the writing process, letting the student experience the process for themselves. The problem investigated in this research is how planning influences the details in third graders writing. It is important to investigate this problem since writing workshop has become such an integral part of writing instruction.

In my classroom, reading and writing workshop are in my daily lesson plans. It is important to determine whether or a specific strategy we are teaching our students have any type of influence on the final product.

Elementary teachers would be interested to see the results of this study because writing workshop is a part of their classrooms, as well. As teachers, we are always looking for the best ways to effectively instruct our students. By conducting this study, we will be able to see how planning out student writing influence the amount of detail they add to their final piece.

Chapter II

Review of Related Literature

Introduction

The purpose of this study is to examine how teaching students different planning strategies as part of the writing process will influence the amount of details in their writing. The different stages of the writing process are prewriting, drafting, revising, editing and publishing. In order to effectively teach students, teachers must emphasize each stage of the writing process. It is imperative to teach students that writing is a process.

The prewriting stage of the writing process provides students with rich experiences, assists students in generating ideas for writing, and aids students in the structure of their writing. Planning requires students to spend time in the preliminary activities in order to stimulate their ideas (Scott & Vitale, 2003). There are many different ways students can plan, or prewrite, before they begin to draft their stories. Some of the ways students can plan are by using story maps and graphic organizers.

The SRSD, Self-Regulated Strategy Development, was developed by Karen Harris and Steve Graham. In the SRSD, students are directly and systematically taught a specific strategy to accomplish through a six-stage process (Tracy, Reid, & Graham, 2009). It has been proven as an effective strategy when teaching students with and without learning disabilities.

Effective, explicit instruction is essential for all students in relation to writing. The writing process is a crucial component to writing instruction. More specifically, planning, is an imperative stage of the writing process that cannot be skipped. This study will further examine

how teaching students planning strategies will influence details in their writing, in relation to story length, descriptive words, and overall quality.

The Writing Process

Writing Workshop is an interactive approach to teaching writing where students use the writing process to guide their writing (Calkins, 1986). An examination of how choice in writing workshop influences the ability of first grade students to become confident and independent writers was studied by Jasmine & Weiner (2007). They studied a heterogeneous mixed academic 1st grade class of twelve boys and nine girls. Writing workshop was taught 2-3 times a week for a 35-40 minute period for a duration of a month and a half. Students kept journals where they were able to choose their own topic of writing. The study incorporated pre and post surveys, observations, checklists, rubrics, interviews of students, and portfolios. According to pre and post surveys, students felt a feeling of increased enjoyment in writing, enjoyed the process more, and felt more knowledgeable about writing. The findings contribute the writing workshop to creating a positive atmosphere. The findings suggest that writing workshop is an effective instructional method to support students in learning the writing process by choosing a topic, revising, drafting, and sharing.

In a writing workshop classroom, students generally choose their own writing topics, instruction is based on the needs of the students, and students work at different stages in the writing process (Pollington, Wilcox, & Morrison, 2001). Martin (2005) studied how implementing the writing process through a writer's workshop program affected the teachers and students views on writing. Three 1st grade classrooms, consisting of 21 Caucasian students from low and middle income households, implemented the writing process and writing workshop

model for a year. Teachers used different tools to guide students through the writing process. Collaboration between students and teachers were a huge part of instructional practices. Conferences were also conducted daily. Teachers and students took the writing process one step at a time. Throughout the year, weekly classrooms observations were conducted by an observer, student writing samples were collected, and student and teacher interviews were conducted. By the end of the year, teachers learned that 1st grade students can and do want to write, writing is a messy process, and empowerment is a vital component in learning.

The importance of children's individual needs was an important lesson teachers learned. Students learned how to use the writing process and were also able to reflect on their successes with writing. The three 1st grade teachers realized the importance of teaching writing as a process in relation to students learning needs and the importance of allowing students to make decisions and guide their learning (Martin, 2005).

“The complex process of writing poses many challenges for students with learning disabilities” (Scott & Vitale), 2003, p.220). A case study of a 7th grade student with LD in written expression was studied by Scott & Vitale (2003). During writing times, the student avoided work and was often off task. The teacher used a tool called the Writing Process Wheel, which displayed the five stages of the writing process and appropriate activities for each stage. Each day a different task was completed and checked off. The Writing Process Wheel served as a communication device and data collection tool for monitoring student progress. Dave, the student, communicated positively on using the wheel. With the aid of the wheel, Dave's task completion levels were consistently higher. Findings suggest that the Writing Process Wheel improved the overall quality of the student's writing and positively changed the writer's view on writing (Scott & Vitale, 2003).

Implications of the study imply that it is vital for teachers to supply specific tools to teach the writing process, since it is so complex. Through working through the writing process, students realize they have ideas, find words to express those ideas, and they learn that others are interested in what they have to say. With the writing process, students become more effective writers (Scott & Vitale, 2003).

“As literary educators, we need to show students the possibilities for selfhood that writing offers as a way to describe who they are and how things are with them and their world” (Graham, 1999, p. 363). The writing process is an important tool that we must teach students. It gives our students a sense of empowerment they did not realize they had (Martin, 2005). Each part of the writing process supports students’ ability to reflect openly and in depth about their writing (Singer & Shagoury, 2005). The writing process plays an integral role in teaching students how to write effectively. It allows them to take each step one at a time (Martin, 2005), become excited (Jasmine & Weiner, 2007) and empowered by their writing, and overall improves the quality of their writing (Scott & Vitale, 2003).

Planning Strategy Instruction

“Good writing is not only hard work; it is an extremely complex and challenging mental task” (Saddler, Moran, Graham, & Harris, 2004, p.3). Good writing is a problem solving activity, which involves a number of demands on attention like making plans, drawing ideas from memory, developing concepts, creating an image for the reader, testing ideas, and translating those ideas into words. Saddler, Moran, Graham, & Harris (2004) studied the effect of providing early and extra planning strategy instruction on six second grade students in a suburban elementary school. Struggling writers received four to five extra hours of writing instruction

outside of their regular classroom setting. Students were taught planning and writing strategies, which included lessons on mnemonic devices like POW; Pick my ideas, Organize my notes, and Write and say more, and WWW; what=2, and how=2. Each student received instruction based on the following stages: 1) Develop background knowledge 2) Discuss it 3) Model it 4) Support it, and 5) Independent Performance (Saddler, Moran, Graham, & Harris, 2004).

Each student's writing performance was measured over time in order to establish a baseline of typical writing performance. The quality of their stories were evaluated on a seven-point holistic scaled. Results show that the overall quality of all of the students' writing improved after treatment. Stories were more complete and more story elements were included. Extra planning instruction had a strong effect on students' story writing. Implications of this study suggest that extra instruction in planning can foster struggling writers; development (Saddler, Moran, Graham, & Harris, 2004).

Writing problems for students with learning disabilities (LD) has been well documented. Students with LD generally produce writing that is shorter, less coherent, less refined, and tends to have more mechanical errors than those of their peers. The role of planning is usually minimized in the approach to teaching writing to students with LD.

Monroe & Troia (2006) conducted a study in an urban middle school where 64% of students receive free or reduce lunch. They studied the effects of teaching planning and revision strategies to three middle school students with LD in reading and writing. The goal of the study was to teach students multiple strategies for planning, revising, and self regulating. Each student was taught two planning strategies: a) DARE, which stands for Develop a position statement, Add supporting arguments, Report and refute counterarguments, and End with a strong conclusion; b)SPACE, which stands for Setting elements, Problems, Actions, Consequences, and

Emotions. They were also taught two revision strategies: a)CDO, which stands for Compare, Diagnose, and Operate; b)SEARCH, which stands for Set goals, Examine paper to see if it makes sense, Ask if you said what you meant, Reveal picky errors, Copy over neatly, Have a last look for errors. A scorecard was provided as an assessment for facilitating peer and self evaluation. Each question, which was rated on a four-point scale, addressed the writer's inclusion of descriptive words, varied and clear sentences, and logical supporting details.

It was clear that the group made notable gains in content, organization, sentence fluency, word choice, and conventions. Students were surprised to see the positive effects of revision, realized that self-evaluation is important, and collaboration showed that writing is not a solitary activity. Findings suggest that writing strategy instruction is a valid approach for improving writing attitudes, behaviors, and performance. Writing instruction can be improved to meet the needs of poor writers if strategy instruction is integrated with process writing instruction. Teaching multiple strategies has meaningful benefits for students (Monroe & Troia, 2006).

“An important component of effective writing is planning” (Troia & Graham, 2002, p. 290). Twenty four 5th grade students with LD from two suburban elementary schools in a mid-Atlantic school district participated in the study. Participants were randomly assigned to two groups. One group received three advanced planning strategies: setting goals, brainstorming ideas, and effectively organizing those ideas. “Instructors provided students with information on the rationale, value, impact, and general applicability of the three planning strategies” (Troia & Graham, 2002, p. 299). The other group received process writing instruction.

Similar to a study conducted by Monroe & Troia (2006), Troi & Graham (2002) taught students in the advanced planning group the acronyms SPACE, DARE. They were also introduced to the acronyms STOP: Stop, Think Of Purposes, and LIST: List Ideas, Sequence

Them. Procedures used to teach these strategies were explicitly taught and relied heavily on teacher direction. Lessons taught included teacher presented examples, use of mentor texts, identifying elements independently, oral responses, and responses to question prompts.

Findings show that students who were given advanced planning instruction had a positive impact on students' writing performance. Those who were taught planning strategies wrote stories that were qualitatively better than those produced by peers assigned to process writing group. Implications of the study suggest that the writing performance of students with LD can be improved by teaching students to set goals, brainstorm and organize ideas. Students with LD will benefit for explicit writing instruction (Monroe & Troia, 2006).

Wong, Butler, Ficzero, & Kuperis (1996) studied how planning and revising opinion essays influences adolescents writing. Thirty-eight learners with learning disabilities participated in this study: twenty were control participants. The instructional strategy of this study contained three components: 1) Students learned about planning by using a prompt sheet; 2) Used a word processing program to write their drafts; and 3) Learned to revise their writing. In planning and revision, the instructional mode centered on interactive dialogues with teachers and other students. During the planning stage, the strategy was explicitly and elaborately modeled. Adolescents were then divided into pairs to collaboratively plan and revise their own essays. Pretests and posttests were used as assessments for the students' opinion essays. The essays were scored on clarity, degree of absence of ambiguities in students' written essays, and cogency, the degree of persuasiveness of the arguments presented in students' essays. Findings show that the clarity and cogence of students' writing improved substantially, which also was maintained after training ceased. The findings suggest that youth need training in self-regulation, participation, and membership in a literary community.

Planning is a very important component of the writing process that must be taught to students. There are several different methods a teacher can use when teaching their students a planning strategy (Calkins, 1986).

Li (2007) studied the influence that story mapping has on writing fluency and word usage diversity in Learning Disabled students. The study consisted of four learning disabled students in 4th and 5th grade. A multiple-probe single-case experimental design was used across the four participants. During intervention students were used the story mapping strategy and were given story map questions. The two dependent variables were measured by the total number of T-units in a story and the type/token ratio. Three of the four students showed improvement in their writing fluency. The study also finds that there were no considerable changes found with the diversity of word usage. The findings of the study suggest that the use of a story map and story map questions is effective in improving the writing fluency of students. Story mapping is a useful tool that helps students write stories that are more complete and contain more story elements.

“The process of writing is more than putting words on a piece of paper. Texts written by young writers tend to be simplistic and formulaic” Andrzejczak, Trainin, & Poldberg, 2005, p.2). Researchers suggest that visual art is beneficial because it serves as a motivational entry point to reading and writing activities. Andrzejczak, Trainin, & Poldberg (2005) study was based on Picture Writing, a process where students use visual art as a part of the prewriting process. In the study, a seven year old boy and an eight year old girl in an elementary school for arts in Southern California were chosen for the study because of their familiarity with Picture Writing. The school was identified as an under-performing school. The students were given instruction in creating visual art using crayons and watercolor as part of the prewriting process. Students

interacted with rich thematic literature, which was selected based on the quality of text and images. After exposure to visual and verbal texts, students created their own visual art reflecting the unit theme. Students then used their visual art to brainstorm ideas for their writing using a graphic organizer. Their paintings and graphic organizer were used as writing scaffolds.

Throughout the units, students were observed in order to gain insight into their thinking and uncover their overall understanding. Teachers and parents were also interviewed. Results of the study show that students used more time for thought elaboration, generated strong descriptions, and developed concrete vocabulary. Implications of this study suggest that using artwork in the prewriting process gives students a rich art experience, which enhances thought and writing. Andrzejczak, Trainin, & Poldberg (2005) claim that the creative process allows children a freer base of expression. Teachers should take time to introduce art vocabulary and aesthetic perception to avoid artwork as an afterthought. By using visual art in the prewriting process, students can make their own connections between image and text.

In the process of writing, using a graphic organizer during the prewriting phase in a writers' workshop environment causes significant improvement for students. The use of graphic organizers is an important tool to use in the prewriting stage of the writing process. During this step of thinking and planning, classrooms often use graphic organizers to aid students in the prewriting stage. Lorenz, Green, and Brown (2009) studied the benefits of using multimedia graphic organizer software in the prewriting activities of primary school students. Twenty-four second grade students in an upper middle class socioeconomic area in southern Orange County, California were randomly chosen to participate in this study. Technology is prioritized very highly in the school. In the study, students were given the opportunity to use a graphic organizer using pencil and paper. They then wrote a story based on their graphic organizer. Subsequently,

teachers modeled making a graphic organizer using Kidspiration. Students printed the results, and wrote a story afterwards.

Results were evaluated using a rubric, spreadsheet, and anecdotal notes. Results of the study showed that the use of the computer based graphic organizer did not harm student work. Some students were more successful using pencil and paper, and others were more successful using the computer. Findings suggest that student writing benefits, regardless of the prewriting organizer method.

An important goal for writing instruction for students is to help them become more planful, integrating different types of planning strategies that are employed by more skilled or sophisticated writers. The approach of teaching planning instruction to students has been successful. Teaching planning strategies has resulted in improved writing performance of students (Troia & Graham, 2002). There are several different strategies a teacher can use to teach students how to plan out their stories. The previous studies show that teaching students a planning strategy over improves the quality of their stories.

Self-Regulated Strategy Development

Many students struggle to meet the self-regulatory demands of the writing process. The Self-Regulated Strategy Development (SRSD) model of instruction combines explicit teaching of writing strategies with instruction in self-regulatory skills. SRSD is organized in a series of stages. In stage 1, Build Background Knowledge, the teacher and students work together to develop the background knowledge. In stage 2, Discuss It, the strategy is described and discussed. Stage 3, Model It, consists of the teacher modeling the strategy. During stage 4, Memorize It, students memorize the strategy. During stage 5, Support it, the teacher scaffolds

students learning as they write. Lastly, in stage 6, Independent Performance, students use the strategy independently (Helsel & Greenberg, 2007).

Helsel & Greenberg (2007) studied the effects of using SRSD to teach summary writing to a sixth-grade struggling writer. In this study the teacher worked with the student for five 45 minute sessions over a period of four weeks. Through the sessions, the teacher followed the stages of the SRSD model. The teacher discussed the problems the student was having, discussed the strategy she was going to teach, modeled the steps of the process, provided note cards to serve as motivation, supported the student when necessary, and allowed the student to move through the steps of summary writing independently. Helsel & Greenberg (2007) found that the SRSD model provided the student with strategic knowledge that she needed. It also forced the student to engage in planning and revising, which she previously had not done. Findings suggest that the SRSD approach can help students systemically approach the multitude of components in the writing process.

Students with learning difficulties struggle with many aspects of writing including planning, generating ideas, revising, monitoring themselves, and transcribing words onto paper. They also lack knowledge of the different components in stories, making them difficult to follow and understand. Students with learning difficulties have been shown to benefit from SRSD, a model where self-regulatory behaviors are developed to strengthen the student's writing skills (Patel & Laud, 2009).

Patel & Laud (2009) studied how teaching the six stages of the SRSD model of self-regulation influenced the detail in three seventh grade students with learning disabilities. The study was conducted in an urban independent school in the northwestern U.S. Each student received 55 minutes of support three times a week over a five week period. Throughout

instruction, students worked collaboratively by generating lists of observations, conducted group discussions, and used mnemonic devices to remember steps. They also referred to classroom charts, used mentor texts to identify different details, and used graphic organizers. After working with teachers and other students, each student wrote their stories independently. The goal of the study was to try to assess whether stories would become longer, contain more story elements, and be better developed. Overall, the students' writing increased in length, contained more images, and contained more story grammar elements. This case study shows that when teachers clearly identify and target a student's specific difficulty in writing and use the best strategies available, student writing can improve (Patel & Laud, 2009).

Writing is a difficult and demanding task that requires a high degree of self-regulation, cognitive effort, and attentional control. Writing is a difficult task for children to master. Lienemann, Graham, Leader-Janssen, & Reid, (2006) studied whether or not explicitly teaching six second-grade students, who struggle in writing, how to plan and draft and draft stories would improve their story writing. Each child wrote three or more stories prior to instruction to establish pretreatment performance. SRSD was used to teach a story planning and writing strategy. With this strategy, students are explicitly and systematically taught a specific strategy, focusing on a specific task. Instructional procedured for teaching the planning and story-writing strategy included the mnemonic devices POW and WWW. Students were taught the strategy through the six stage process of SRSD. Following instruction, all of the students' stories improved. "This study demonstrated that explicitly teaching young struggling writers, including those with special needs, strategies for planning and writing text, the knowledge needed to apply these strategies, and procedures for fostering self-regulation and motivation was an effective

instructional approach with these children” Lienemann, Graham, Leader-Janssen, & Reid, 2006, p. 76).

Previous studies conducted on SRSD have shown that students with learning disabilities have positive effects when taught using the SRSD model. The SRSD model can also be used to teach a wide range of students. Tracy, Reid, & Graham (2009) studied the impact of teaching young students strategies for planning and drafting stories using the SRSD model. In the present study, 64 third-grade students received instruction based on the SRSD model, and 63 third-grade students served as the control group and received basic-skills instruction. Students who received instruction based on the SRSD model were taught a planning strategy known as POW: Pick my idea, Organize my notes, and Write and say more. They were also taught the planning strategy, WWW; 2 What and 2 How questions. Students were taught the planning strategies by going through the six stages of the SRSD model.

Pretests and posttests were completed before and after instruction. Students’ writing was scored based on the number of story parts, the number of words, and overall writing quality. Results of the study showed that “strategy-instructed students wrote stories that were longer, schematically stronger, and qualitatively better” (Tracy, Reid, & Graham, 2009, p.323). In addition, the impact of the story-writing strategy instruction transferred to a similar piece of writing. The writing of the students guided by strategy-instruction wrote stories that were overall qualitatively better than the control group. This study shows that the writing performance of young writers can be improved by teaching planning strategies in conjunction with self-regulation procedure.

The SRSD model is an effective strategy when teaching students how to plan and self-regulate. The goals of the SRSD model is to help students master the higher level cognitive

processes of composing, increase the characteristics of good writing, and to help students form positive attitudes towards writing (Helsel & Greenberg, 2007). The previous studies all show that teaching students using the SRSD model is effective in improving the overall quality of students' writing.

In summary, the writing process, prewriting, and SRSD are important strategies that students should use in order to become successful writers. The writing process in plays an integral role in teaching students the different stages of writing. Students learn the process, one step at a time, in order to fully understand the process of writing (Marin, 2005). The planning stage of the writing process is imperative to teach students. This part of the writing process helps students to rehearse their writing by planning out their ideas first, getting their mind ready to put their story on paper (Calkins, 1986). In order to be successful writers, students must also self regulate themselves with the SRSD. Using this model teaches students how to plan and self regulate, while helping students form a positive attitude towards writing (Helsel & Greenberg, 2007).

Chapter III

Research Design

The Research Model

The current study follows a qualitative research design. Qualitative research is an inquiry approach that is used for exploring and understanding a central phenomenon. This study explores the influence of planning/prewriting on 3rd grade students details in writing. This is a hypothesis generating study that is considered naturalistic because the collection of data was taken from my own classroom.

The Research Setting

The study was conducted during January and February at a suburban K-5 elementary school in Leonia, New Jersey. Leonia is a small borough in northern NJ. The land are of Leonia is 1.51 square miles. The population of Leonia is 8,914. The town has one elementary school, Anna C. Scott School, one middle school, and one high school. The district consists of students that are 42% Caucasian, 4.2% African American, 19.4% Hispanic, and 34.5% Asian. Approximately 10% of the students are economically disadvantaged. Leonia is a pre K-12 district employing over 300 educators and serving approximately 1,770 students.

Anna C. Scott School has a population of 662 students in grades K-5 and 59 classroom teachers. There are five classes for each grade, each which consists of approximately 20 students. Approximately 9.4% of students in ACS have learning disabilities and have Individualized Education Plan. About 9.7% of students are Limited English Proficient. The school emphasizes

teaching for real life purposes. The school curriculum is aligned with the New Jersey Core Curriculum Content Standards. Anna C. Scott School follows a balanced literacy approach in all grades, focusing on comprehension in the upper grades. The length of the school day is 6 hours and 10 minutes, with 5 hours and 25 minutes where students are engaged in instructional activities.

The study was conducted in a 3rd grade classroom with 22 students. Reading and writing instruction in the classroom is based on the principles of reading and writing workshop. During instruction, students are taught a minilesson, independently practice, and share at the end of the lesson. Previous of units studied in writing include launching the writing workshop, where students learned the routines of writing workshop and began to write personal narratives, raising the quality of narratives, where students continue to write personal narratives, and informational books, where students wrote books on topics they are mini experts on. Students in the classroom are familiar with the routines and structure of the writing workshop. In the writing workshop, students are familiar with the main components of writing workshop: collecting/generating ideas, rehearsing/planning, drafting, revising/editing, and publishing.

Research Participants

Eight students were randomly chosen to participate in this study. All of the students are of equal ability with slight variance. Participants all have good work and study habits in the classroom. There is a balanced representation of boys and girls, which does not include any ESL learners.

Bobby is a Caucasian boy who enjoys playing and watching sports. His native language is English, and he does not speak any other languages. Bobby lives with his mother, and visits

his father every other weekend. Recently, Bobby has had some anxiety about coming to school. He enjoys reading and writing, and always stays on task when completing writing assignments. Bobby is able to learn a new skill, and immediately apply it to his writing. Bobby received a score of Advanced on the 2nd grade NJPASS.

Michael is a Korean boy who has excellent work habits. He was born in the United States, but speaks fluent Korean and English. Michael was never an ESL student. He lives with his mother and father. Michael is very well liked by the class. He is able to work very well with other members of the class. He enjoys completing his work and takes pride in doing so. Michael does not particularly enjoy writing, but he understands the importance of learning how to write. Michael received a score of Advanced on the 2nd grade NJPASS.

Alex is a Korean boy who works very hard at any given task. He was born in the United States, but speaks fluent Korean and English. He was never an ESL student. He lives with his mother and father. Alex works very hard in the classroom and consistently participates and pays attention. Doing well in school is something that is obviously important to Alex. At times he has difficulty focusing on writing about a particular topic. Alex received a score of Proficient on the 2nd grade NJPASS.

Keith is a Korean boy who enjoys reading long chapter books. He speaks Korean and English fluently. He was never an ESL student. He lives with his mother and father. His mother consistently tries to help Keith improve his handwriting. Keith's handwriting skills lack in neatness and stamina. At times, writing is a difficult task for Keith because he is unable to write for a long period of time. Keith feels indifferent towards writing. It seems that he likes the idea of writing stories, but runs into a hurdle when it comes to the actual act of writing. Keith received a score of Proficient on the 2nd grade NJPASS.

Brittany is a Hispanic girl who cares about her work done in school. She was born in the United States and only speaks English. She lives with her mother and father. Brittany is an avid reader and writer. She enjoys reading many different series and writing in her writer's notebook in her free time. Brittany also enjoys playing games and doing research on the computer. When writing in class, Brittany is excited and eager to learn new strategies to improve. Brittany received a score of Advance on the 2nd grade NJPASS.

Melanie is an Indonesian girl who does well in all aspects of the classroom. She was born in the United States, but speaks fluent Indonesian and English. She lives with her mother and father. Melanie adds good details to her writing, but her writing lacks length. Melanie enjoys reading many different 3rd and 4th grade chapter book series. She consistently reads in her free time, and enjoys going to the computer lab. Brittany received a score of Proficient on the 2nd grade NJPASS.

Annie is a Caucasian girl who is very quiet and shy in the classroom. She speaks only English and lives with both of her parents. At times, Annie feels some anxiety and gets nervous in school when she is unsure of something. Annie is able to write about a small moment, and add some details to her writing when revising. She enjoys reading difficult chapter books. At times, it is necessary for me to guide her to choose more appropriate books for her. She is very determined to read what she enjoys reading. Overall, Annie is a great student, but does not participate often. Annie received a score of Advanced on the 2nd grade NJPASS.

Sarah is a child of an interracial marriage. Her mother is Caucasian, and her father is African American. Her parents are divorced and remarried. Sarah lives equally with both parents. Both parents are very involved in Sarah's academics. Sarah enjoys reading and writing very much. At times, Sarah chooses texts too difficult to read. There are times when Sarah lacks

confidence in her writing. She is a very talkative girl, who consistently participates. Sarah received a score of Proficient on the 2nd grade NJPASS.

Data Sources

The data sources collected in this study were on-demand pieces of writing, planning tools, original drafts, final copies, and teacher field notes of conferences with students. The study was conducted throughout two units of writing. The writing unit used in this study was on realistic fiction. Students had little or no exposure to realistic fiction writing. The participants had prior experience on writing personal narratives.

On-demand pieces of writing are assigned pieces of writing that students must complete within a certain amount of time. Students do not receive any instruction prior to writing the on-demand piece of writing. Throughout the study, the on-demand piece of writing was written and collected prior to starting the realistic fiction unit. Before beginning the realistic fiction unit, each student wrote an on-demand piece of writing on realistic fiction. Students received no instruction about realistic fiction. The on-demand piece serves as a baseline for each of the student's current writing ability. One on-demand piece of writing was collected throughout the study. It was collected the first day of the first week of the study, prior to beginning the realistic fiction unit.

Planning tools are graphic organizers that students use to plan their stories out before drafting them. Before drafting the realistic fiction story, each student completed a planning tool to rehearse their story. Each participant first used a story mountain to plan out their story. Afterwards, they used their story mountain to sketch out individual scenes in their story. The teacher told each student to include time, setting, and action in each scene. The planning tools were completed after the on-demand pieces were written and before drafting began. A total of

two planning tools were collected throughout this study. They were collected the second week of the unit. Students used these planning tools when drafting their stories.

After planning their stories out, each student wrote a draft. The planning tools are used when drafting their stories. Drafts were written on yellow paper. Students were asked to skip lines, in order to aid in revision later on in the unit. Participants wrote a draft for the realistic fiction unit, focusing on one scene at a time. Each student completed a draft throughout the study. They were collected the second week of each of the units.

The final piece of writing collected was the participants' final copies of realistic fiction stories. The final piece was a rewritten neat copy of their draft, with revisions added. The final piece was written on white, lined paper. Students did not skip lines on their final copies.. Participants wrote one final piece of writing. The final piece was collected the fourth week of each of the units.

Throughout each writing unit, each participant took part in teacher-student conferences. Conferences lasted approximately 5-7 minutes. Each student participated in a conference during the planning stage of the writing unit and during the drafting stage of the writing unit. During the conference, the teacher took detailed field notes on students' responses. Teacher field notes were collected twice throughout the unit of study.

Data Analysis Procedures

Each student produced an on-demand piece of writing, a planning tool, a draft, and a final piece of writing for the realistic fiction writing unit. The on-demand piece of writing served as a benchmark for the ability of each student. Each writing piece was analyzed by the same teacher. The teacher analyzed each piece of writing based on the length, how the planning tool matches their scenes, organization and sequence, use of descriptive words, elaboration, and the overall quality of writing.

Writing samples were analyzed by the teacher conducting the study. Constant comparison measures were used when analyzing the writing of the students. The teacher conducting the study coded the data.

Every student received conferences throughout the two writing units. These notes were evaluated throughout the collection period. The teacher conducting this study coded the field notes to be used to identify themes in the research report.

Validity and Reliability

This study is reliable because the instruments used to measure the students' writing was consistent and unchanged throughout the study. The researcher collected all field notes and analyzed all students' writing samples. Students were told about the teacher's expectations prior to writing in order to make the expectations clear to each student.

Each instrument used to assess was used at different time intervals. Each participant in the study completed the instrument. Students in the classroom all received the same instruction. Instruction was not changed due to the study. The study took place in a naturalistic classroom environment.

This study is valid because all instruments were stable and consistent. The researcher was able to draw meaningful and useful generalizations from assessing students' writing and field notes of conferences.

The purpose of this study is to make inferences about how using planning tools influences student's ability to add details to their writing. By assessing students' writing samples and teacher field notes in her own classroom, the researcher was able to conduct a reliable and valid study.

Chapter IV

Findings

Data Analysis

A total of eight students participated in this study. Each student wrote an on demand piece of writing as a pre-assessment. In the classroom of the participating study, the students learned the different parts of the writing process through the writing workshop model by Lucy Calkins. Each participant of this study used a story mountain and sketches as planning tools to help them as they drafted a realistic fiction story. Students were instructed to generate ideas, use a story mountain to plan, create a sketch that follows their story mountain, draft, revise, and publish. Students were taught the realistic fiction unit through the writing process. There was ample time given for each part of the writing process. The final published writing piece was used as a post-assessment in this study. The analysis of this study was used to determine the influence of using planning tools on the amount of details in student writing. In this study, details refers to 1) the length of the story, 2) how the planning tool matches the sketches of scenes, 3) organization and sequence, 4) the usage of descriptive words in reference to adjectives and setting, 5) elaboration in reference to the usage of dialogue, inner thinking, and action, and 6) the overall quality of the writing piece. The results of the data show an overall increase in details from the on-demand piece of writing to the final published piece. The following sub headings identify and describe the patterns found in the study.

The following figure analyzes each of the elements in the students' writing. It is a rubric that determines the level of achievement in student writing in reference to the different elements of detail. The figure analyzes the students' on-demand personal narrative.

Figure 1- Analysis of on-demand personal narrative given as pre-assessment

On Demand	Keith	Michael	Bobby	Alex	Sarah	Annie	Brittany	Melanie
Length	½ page	1 page	1 page	½ page	2 pages	1 page	1 ½ pages	½ page
How planning tool matches sketches of scenes	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Organization and sequence	Sequenced	Sequenced	Sequenced	Sequenced	Sequenced	Sequenced	Sequenced	Sequenced
Descriptive Words -adjectives -setting	No real story line Some use of descriptive adjectives Little description of setting	No real story line Little use of descriptive adjective Little description of setting	No real story line No use of descriptive adjectives Little description of setting	Some story line No use of descriptive adjectives Little description of setting	Clear story line Some use of descriptive adjectives Little description of setting	Some story line No use of descriptive adjectives Little description of setting	Clear story line Some use of descriptive adjectives Some description of setting	Some story line No use of descriptive adjectives Some description of setting
Elaboration -dialogue -inner thinking -action	Little action No dialogue No inner thinking	Little action No dialogue No inner thinking	Little action No dialogue No inner thinking	Little action No dialogue No inner thinking	Some action Some dialogue No inner thinking	Little action No dialogue No inner thinking	A lot of action No dialogue No inner thinking	Little action No dialogue No inner thinking
Overall quality	Not satisfactory	Not satisfactory	Not satisfactory	Not satisfactory	Satisfactory	Not Satisfactory	Satisfactory	Not Satisfactory

Length

In the beginning of the writing unit, each participant was instructed to write a personal narrative. The participants did not receive any writing instruction on the on demand piece. The length of the participant's story was between half of a page to one page. After the writing unit was completed, the length of each participant's story drastically increased for all participants. The length of the published realistic fiction stories ranged from 4-12 pages.

How Planning Tool Matches Sketches of Scenes

After approximately a week of generating ideas and writing realistic fiction stories in their writer's notebook, each participant chose an idea and created a story mountain, outlining different scenes in their story. The students then used the story mountain to create sketches of each of their scenes. The students were instructed to include time, setting, and action in each scene of their sketches. The story mountain matched the sketches for the majority of the participants. The scenes in the story mountains were identical to the scenes sketched out for six out of eight students. The story mountain for two out of eight students mostly matched the

sketched scenes. After each student sketched out their scene, they were instructed to use the sketches to facilitate them while writing each of their scenes. The students drafted 1-2 scenes per day and always had their sketches with them on their desks while writing. The drafted scenes of every participant matched the sketched scenes that included action, setting, and dialogue. The action and dialogue were included in each of the scenes for all the participants. Many of the participants failed to include setting in their writing. This will be further analyzed in a later section.

Organization and Sequence

All of the on-demand personal narrative stories that the students wrote at the beginning of the writing unit contained a general sequence of events. Three out of eight stories had no clear story line and did not contain a clear plot. These participants described things like the classroom or a video game, instead of telling a story about it. Three participants wrote personal narratives with somewhat of a clear story line. Two participants wrote an organized, sequenced story with no planning prior to writing the story. Although the stories were short and were not small moment stories, they did have a clear storyline.

When the participants completed their published pieces, it was evident that they were all clearly sequential and all contained clear storylines with comprehensible problems and solutions. The sketching tool aided the students to write a sequential story by simply following the scenes in their sketches. All participants labeled each of their scenes and stayed consistent with the planning tool.

Descriptive Words

In the on-demand piece of writing, four out of eight participants did not use any strong, descriptive adjectives in their story. One participant used a few descriptive words and two participants included some descriptive adjectives in their stories. When looking at the final published realistic fiction stories of each participant, almost all of them increased the usage of strong verbs in their writing. Seven out of eight students increased the amount of adjectives included in their story. One participant used only a few strong adjectives throughout his story.

The description of setting was not a strong story element found in the participant's on-demand writing. Six of the participants had a very little description of the setting in their writing.

Two students were able to include a small amount of description of the setting. All of the students were unable to use small clues to describe the setting of their story, instead they told the reader where the story took place.

When analyzing the published pieces, it was evident that the detailed drawings of the student's sketches did not have much impact on how the writer describes setting in their story. Five of the participants of the study did not describe the setting in detail. One student described some of the setting by using some clues from their sketch and one student was able to use her sketch as a guide when describing the setting in her story. Overall, the sketches the students created prior to drafting did not greatly influence the amount of and clear description of setting in their stories.

Elaboration

When looking for elaboration in student writing, the researcher analyzed the amount of dialogue, inner thinking, and action present in the on-demand personal narrative and the published realistic fiction piece. When writing the on-demand personal narrative, six out of eight participant's stories did not contain any dialogue or inner thinking. These stories also did not include a lot of action. One participant included some action and little dialogue in her story, but no inner thinking. The personal narrative of another participant contained a lot of action, but no dialogue or inner thinking.

The participant's realistic fiction stories were all more elaborated by the increased usage of dialogue and inner thinking. One of the participants did not include inner thinking in his story, but increased action and dialogue were present throughout his story.

Overall Quality

The overall quality of writing for all eight participants increased in this study. The quality of writing for two of the participants increased from not satisfactory to satisfactory. The quality of writing of four of the participants in this study increased from not satisfactory to excellent and two participants increased from satisfactory to excellent. The writing of each participant, overall, was more cohesive, organized, and descriptive. See Figure 1, Figure 2, and Figure 3 for a more broken down analysis of the results.

The following figure analyzes each of the elements in the students' writing. It is a rubric that determines the level of achievement in student writing in reference to the different elements of detail. The figure analyzes the students' final published piece.

Figure 2- Analysis of published realistic fiction story used as post-assessment

Final	Keith	Michael	Bobby	Alex	Sarah	Annie	Brittany	Melanie
Length	8 pages	6 pages	4 pages	7 pages	7 pages	10 pages	12 pages	6 pages
How planning tool matches sketches of scenes	Each piece of story mountain matches each sketch	Each piece of story mountain matches each sketch	Most of the story mountain matches each sketch	Each piece of story mountain matches each sketch	Most of the story mountain matches each sketch	Each piece of story mountain matches each sketch	Each piece of story mountain matches each sketch	Each piece of story mountain matches each sketch
Organization and sequence	Sequenced Organization of small moment scenes	Sequenced Organization of small moment scenes	Sequenced Organization of small moment scenes	Sequenced Organization of small moment scenes	Sequenced Organization of small moment scenes	Sequenced Organization of small moment scenes	Sequenced Organization of small moment scenes	Sequenced Organization of small moment scenes
Descriptive Words -adjectives -setting	Little descriptive adjectives Does not describe much setting	Many descriptive adjectives Describes some setting	Some descriptive adjectives Does not describe much setting	Many descriptive adjectives Does not describe much setting	Many descriptive adjectives Does not describe much setting	Many descriptive adjectives Describes setting in detail	Many descriptive adjectives Describes setting in detail	Some descriptive adjectives Does not describe much setting
Elaboration -dialogue -inner thinking -action	Elaborates using dialogue, inner thinking, and action	Elaborates using dialogue, inner thinking, and action	Elaborates using dialogue and action No inner thinking	Elaborates using dialogue, inner thinking, and action	Elaborates using dialogue, inner thinking, and action	Elaborates using dialogue, inner thinking, and action	Elaborates using dialogue, inner thinking, and action	Elaborates using dialogue, inner thinking, and action
Overall quality	Satisfactory	Excellent	Satisfactory	Excellent	Excellent	Excellent	Excellent	Excellent

Figure 3- Analysis of increase amount of detail from on-demand personal narrative to realistic fiction final piece

Detail	Unacquainted No Increase of Detail Number of Participants /Total Participants=%	Nominal Partial Increase of Detail Number of Participants /Total Participants=%	Functional Adequate Increase of Detail Number of Participants /Total Participants=%	Conceptual Major Increase of Detail Number of Participants /Total Participants=%
Length	0/0=0%	0/0=0%	1/8=12%	7/8=88%
How planning tool matches sketches of scenes	0/0=0%	0/0=0%	2/8=25%	6/8=75%
Organization and sequence	0/0=0%	0/0=0%	0/0=0%	8/8=100%
Descriptive Words -adjectives -setting	0/0=0%	Adjectives: 1/8=12% Setting: 5/8=63%	Adjectives: 2/8=25% Setting: 1/8=12%	Adjectives: 5/8=63% Setting: 2/8=25%
Elaboration -dialogue -inner thinking -action	Dialogue: 0/0=0% Inner Thinking: 1/8=12% Action: 0/0=0%	Dialogue: 0/0=0% Inner Thinking: 0/0=0% Action: 0/0=0%	Dialogue: 0/0=0% Inner Thinking: 0/0=0% Action: 0/0=0%	Dialogue: 8/8=100% Inner Thinking: 7/8=88% Action: 8/8=100%
Overall quality	0/0=0%	0/0=0%	2/8=25%	6/8=75%

Figure 3 analyzes each of the elements in the students' writing. It is a rubric that determines the level of achievement in student writing in reference to the different elements of detail. The figure analyzes the increase of student detail from the on-demand writing to the published piece of writing. The following categories were used in determining the level of achievement of each writing element for each student: 1) Unacquainted- No Increase of Detail, 2) Nominal-Partial Increase of Detail, 3) Functional-Adequate Increase of Detail, and 4) Conceptual-Major Increase of Detail.

Analysis of Data

The students' writing samples were analyzed by the researcher of this study. An analysis of the students' pre and post-assessments revealed a significant increase of detail in most categories. As shown in Figure 3, emerging patterns show that the details of writing significantly increased for the majority of participants, with the exception of setting in a story. When comparing the on-demand personal narrative and the final published realistic piece, results show that length of writing greatly increased for 88% of the students. All participants began with personal narratives ranging from $\frac{1}{2}$ -1 page in length. The length of their stories then increased from 4-12 pages. Seventy-five percent of the participants created sketches of scenes that matched the written scenes of their drafts. Twenty-five percent of the participants created sketches that mostly matched the scenes they wrote in their drafts. The organization and sequence of all the participants was evident in the final piece of writing. When looking at how often strong adjectives were used in the final published piece, 63% of participants used adjectives frequently throughout their story.

The post assessment data also shows that the published realistic fiction piece contained more dialogue, inner thinking, and action. One hundred percent of the study's participants used dialogue and showed action throughout their entire story. Meanwhile, 88% used inner thinking throughout their writing. Although most categories showed significant increases in detail, the amount of setting accurately described in the participant's writing was only 25%.

Overall, the participants' quality of writing significantly increased in reference to length, organization and sequence, showing action, and the usage of dialogue, inner thinking, and the use of strong verbs. As shown in Figure 3, 75% of the participants produced a realistic fiction

story with an excellent quality. Twenty-five percent of the participants produced a realistic fiction story with a satisfactory quality. When analyzing the on-demand personal narrative, 75% of students produced a non satisfactory personal narrative and 25% of students produced a satisfactory realistic fiction story.

Findings

Throughout the study, the researcher collected students' on-demand writing, the planning tools used, students' drafts, and the final published piece. The following results will show examples of the results in the following categories: 1) length, 2) how the planning tool matches the draft, 3) organization and sequence, 4) usage of descriptive words, 5) elaboration, and 6) overall quality.

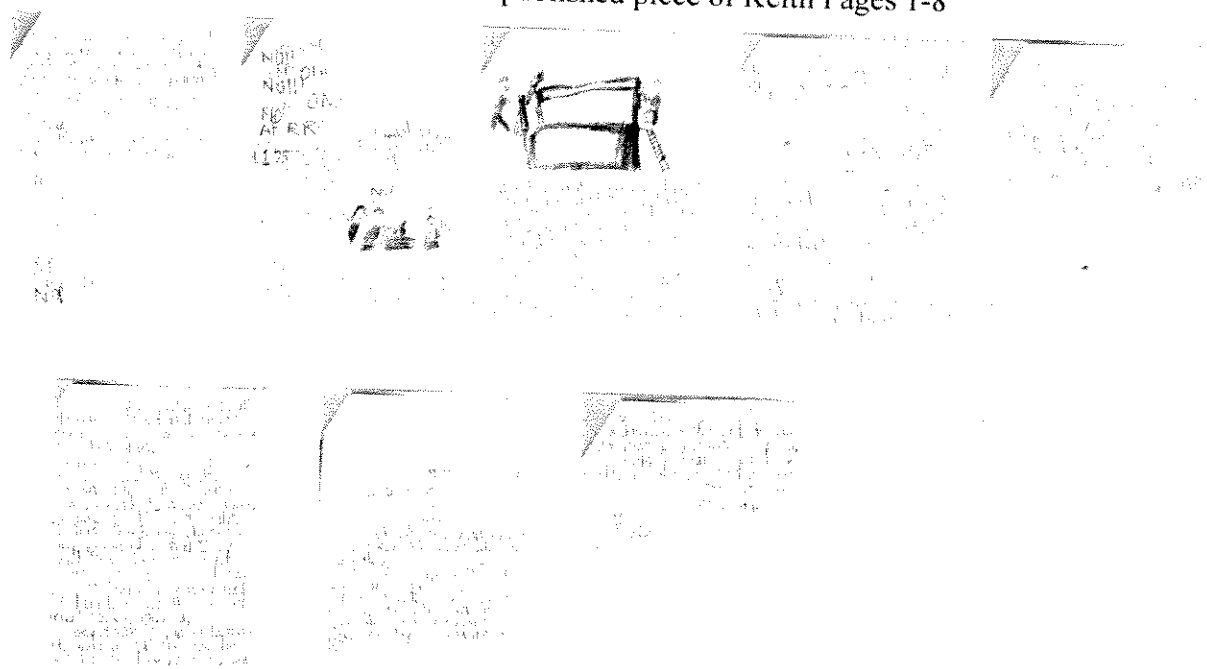
Length

Keith is a student who has difficulty with writing. He is very intelligent and creative, but has trouble with motor skills. Writing for stamina is difficult for Keith and sometimes takes several days to finish a piece of writing. When asked to write a personal narrative, Keith was unable to finish in class and had to take it home and finish it for homework. Table 1 shows the product. As shown in Table 2, the length of Keith's writing increased from less than a half a page to eight pages. His final piece of writing took Keith several days to finish, but he was dedicated in finishing every scene in his story.

Table 1- On-demand personal narrative of Keith

One day, at Kōhō, I went to a pool
 A GIANT POOL that's REALLY DEEP.
 I survived because I wore a life vest.
 I couldn't CONTROL MYSELF! I
 was annoying (I couldn't swim). Then, at
 one point there were waves. I was spinning
 CRAZY! After a while, I stopped. It
 was really fun

Table 2-Final published piece of Keith Pages 1-8



How Planning Tool Matches Sketches of Scenes

After the participants of the study choose an idea to write about for their realistic fiction piece, they were asked to create a story mountain identifying the different scenes in their story. Afterwards, each student was told to use their story mountain to sketch out each of their scenes, making sure they included action, time, and setting. Students were asked to sketch out their scenes in detail in order to see how the detailed sketches would influence the quality of their drafts.

Brittany is a dedicated student who always works hard and whatever she does. It is obvious that Brittany's sketches match her story mountain. She took a lot of time to sketch out her scenes with as much detail as she could. In the beginning of her story mountain, Brittany begins with two characters talking (see Table 3) to each other. Brittany's first sketch (see Table 4) shows two friends talking. Her illustration with lockers shows that the two characters are talking at a school at 9:50 a.m. After creating the sketch, Brittany began drafting her scenes.

Table 3- Brittany's story mountain

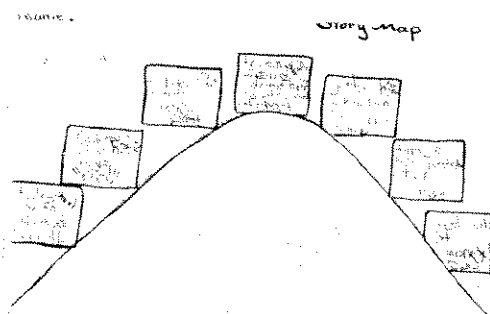
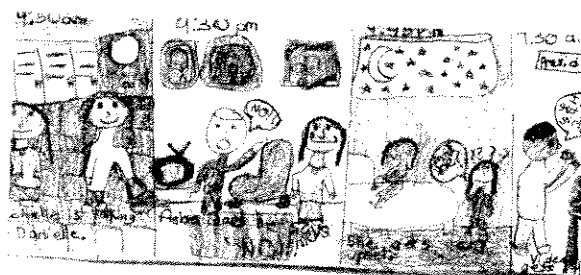


Table 4-Brittany's sketch



Organization and Sequence

After each participant created a story mountain and sketched their scenes, the students began to draft. Rather than having the students draft fast and furiously, the students were instructed to separate the scenes on separate pieces of paper. Each student used their sketch to help them draft their scenes. Students were told to only write one or two scenes at a time. The researcher chose to slow down the drafting process in order to keep the students organized with their writing. Alex is a hardworking student who always tried his best. When in class, it was obvious that he was trying to follow directions the best way he could. He consistently asked the teacher for positive reinforcement when he finished writing. Alex's sketch and drafts (see Tables 5 and 6) show that he effectively used the sketch to guide his writing. Table 5 shows the second scene in Alex's sketch, which shows a boy asking his mother to allow him to go to a racing school. Table 6 shows the same scene in draft form. Alex was consistent when transferring his scenes from the sketch to his drafts. While drafting, Alex was careful to only concentrate on one scene at a time. He labeled each of his scenes to keep himself organized. When looking through his writing folder, Alex's writing was consistently organized throughout the writing unit.

Table 5-Alex's sketch of scene 2

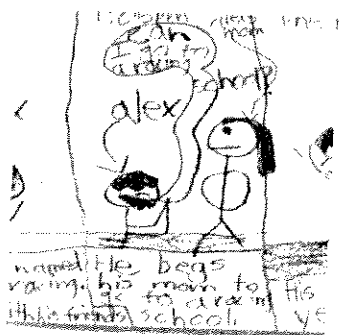


Table 6-Alex's draft of scene 2

scene 2 told

When alex got home he said to his mom "Mom, can I go to a racing school please, please, please!" then his mom said "I'll think about it." She thought and thought about what to say yes or no, she kept thinking, to say yes or no, she thought about it day and night, Then after a few days she was ready to say it.
~~absolutely~~

Descriptive Words

The on-demand pieces of writing showed that the majority of students did not use many descriptive adjectives in their stories. Annie's on-demand writing is about a winter concert she had at school. Most of the story contained a list of songs that she sang at the concert. The only adjectives Annie used in this piece of writing (see Table 7) was "feels kind of funny" and "really exciting day." In her published story, she used many more strong verbs (see Table 8) like "smashed Ava in the face," "dunked a cotton swab in creamy mixture," and other adjectives like "replied, screamed," and "yelled."

Table 7-Annie's on-demand personal narrative

Chorus Concert

One day at school, I had a concert. On stage it felt like I was in a big arena. We sang songs like "Died at the Wheel" and "Rise Up." It was a really exciting day.

Table 8-Annie's final published piece

One day at school, I had a concert. On stage it felt like I was in a big arena. We sang songs like "Died at the Wheel" and "Rise Up." It was a really exciting day. I remember the day we performed "Died at the Wheel" and how everyone was screaming and singing along. It was a really exciting day.

In reference to the description of setting, 63% of the participants did not accurately describe the setting in their stories. Although the sketches of the students was detailed, colored, and contained the setting, the majority of the students did not describe the setting well in their realistic fiction stories. As Bobby's writing shows (see Table 9), there is only one clue that he gives to let the reader know where the story takes place. Table 9 shows scene 2 in Bobby's story. His story takes place at a hockey rink. The only description of the setting is in the first sentence, which says "Soon the other team shows up at the hockey rink at 11:50 a.m." There are no other clues in the remainder of the scene that accurately describes the setting.

Table 9-Bobby's draft of scene 2

Scene 2 Jimmy's Draft
 Soon the other team shows up
 at the hockey rink at 11:50
 A.M. There names were the
 Las Vegas Bullets. Mark's
 team name was the New York
 Devils. The people on the bullets
 were BOBBY, John, Mick and Mike.
 And on the Devils was Jody, Mark,
 Keith and Ethan. BOBBY was
 the goalie on the bullets.
 And Mark was the goalie on
 the other team.

Elaboration

It is apparent that many students had a difficult time with elaboration when writing the on-demand personal narratives. When analyzing the post assessment data, it was clear that the elaboration in reference to dialogue and the showing of action increased. All but one of the participants also included inner thinking throughout the story. Page 2 (see Table 10) and page 5 (see Table 11) of Michael's final piece shows that Michael clearly used dialogue throughout his entire story. He was able to weave dialogue and action through the whole piece. On page five of his story, Michael writes, the inner thinking of his main character "As they went outside, Theo thought about what to say to the bullies. 'I hope this works,' Theo thought." On page two of his story, Michael weaves dialogue and action. Here he writes, "Theo clumsily trudged out of his

house. 'My backpack is so heavy! I'm going to eat some of my lunch now.' Theo complained as he took a bag of Onion Rings out of his backpack." When comparing Michael's final piece with his on-demand piece, it was obvious that Michael added much more dialogue and action in his story.

Table 10-Page 2 of Michael's final piece

"Isn't this a little... too much?"
 "Not a growing boy, bye!"
 "Bye, mean!"
 Theo clumsily trudged out of his house. "My backpack is so heavy! I'm going to eat some of my lunch now." Theo complained as he took a bag of Onion Rings out of his backpack.
 As he crossed the street toward Ricky's locker, he found a lumberjack. After a few minutes he found out that it was Ricky's hankie (archief). Theo picked up the hankie and walked toward school.
 "What in the world..." Theo whispered staring at the school playground.

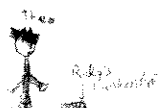


Table 11-Page 5 of Michael's final piece

They got their late passes and studied. After a long time, the bell for recess rang. "DEGA! DEGA! DEGA!"
 "Settle, settle!" Theo shouted as he hurried to the line. "I'm going to deal with other things," Theo said.
 "Other things... that's vague," Ricky mumbled.
 As they went outside, Theo thought about what to say to the bullies. "I hope this works," Theo thought.
 Then, the bullies came up to Theo. "What do you want? You said to come so here we are! Make it quick or we won't be happy! This got to be good!" the bullies boomed.
 "Gulp... here it comes," Theo thought.
 "What are you writing for?"
 "Oh, I'm here to tell you that you

Overall Quality

The overall quality of each of the participant's writing greatly increased from the on-demand piece of writing to the final published piece. Seventy-five percent of the participants received a score of non satisfactory for their on-demand personal narratives. At the end of the study, 75% of the participants received a score of excellent for their realistic fiction stories. Overall, they were longer, organized, sequence, more descriptive, and contained more elaboration. The following examples (see Tables 12 and 13) show an up close version on the on demand pre-assessment and the realistic fiction post-assessment. The realistic fiction story has a much higher quality of writing than the on-demand piece.

Chapter V

Conclusions, Discussions, and Recommendations

This study evaluated how using planning tools prior to drafting a story influences the amount of details in a third grade writing workshop. Specifically, this study assessed the length, how the planning tool is shown in the sketches, organization and sequence, the use of descriptive words, elaboration, and overall quality. Each category was assessed with a pretest assessment, when applicable, and with a posttest assessment. The following subheadings categorize the conclusions and discussion based on the categories assessed.

Significant Increase of Details

In this investigation, the researcher wanted to discover how using planning strategies influences the amount of details in a third grade writing workshop. When comparing the on-demand piece, where there was no planning tool, and the final publishing piece, where there was a planning tool used, it is clear that each student made significant gains in my areas of detail including, but not limited to, length, organization and sequence, the use of descriptive words, elaboration, and the overall quality of writing

When the participants in the study wrote the on-demand narrative writing, the average length of the story was one page. The realistic fiction piece of every participant significantly increased when compared to the on-demand piece. It is clear that the participants made notable gains in the lengths of their stories. Eighty-eight percent of the participants had a conceptual gain in length, while 12% had a functional gain in length. When the students were able to plan out

their ideas prior to drafting a story, the length of their stories significantly increased for all participants.

Prior to drafting their realistic fiction stories, each student created a story mountain, and then a sketch of each scene, based on that story mountain. All participants increased in the organization and sequence of their story when compared to their pretest assessment. When the participants were able to look at each of their scenes while drafting, it made it easier for them to keep their story organized and sequential. When writing the realistic fiction stories, the participants looked at each scene, one at a time, and then drafted only that scene, before moving on to the next scene.

When analyzing the usage of descriptive words, the researcher saw that although all the participants increased the amount of descriptive words in their stories, only 63% did so at a conceptual function. Twenty-five percent were at functional and 12% were at nominal. Based on these results, the amount of descriptive words a student uses in their writing is positively influenced by using a planning tool prior to drafting. When looking at the planning tool (see Table 4), you can see that the participant drew out her sketch in as much detail as possible. Students were instructed to include specific details in their drawing, in order to see if they carried through to their writing. It is important to remember that a revision strategy on use strong verbs was taught in the revision phase of the unit. This may also have influenced the amount of details in the final piece of writing.

The elaboration of each student clearly showed significant increases from pre to post assessment. All participants showed large gains when elaborating by including dialogue and more specific action. When sketching out their scenes, each student was instructed to include action and dialogue in their scenes. The participants were able to use their sketch and transfer the

action and dialogue in the scenes to lined paper. The majority of the participants were also able to include the inner thinking of their main character.

The overall quality of each participant's writing made notable gains when a planning tool was used prior to drafting. Seventy-five percent of the participants made conceptual gains and 25% made functional gains. It is obvious that when students are able to think and plan out their stories using a variety of planning tools, the overall quality of their writing is better.

No Significant Increase of Detail

Although the majority of categories assessed during this study showed that all participants made significant gains in their writing, there was one category that showed little improvement. When comparing the pre assessment to the post assessment, only 25% of the participants conceptually increase the amount of setting in their story, while 12 % functionally increased, and the majority of students, 63%, increased nominally. When the students created their sketches, all students were instructed to include a picture of the setting. This leads the researcher to believe that the use of a planning tool has little impact on how the writer includes specific details about the setting throughout their story.

The Importance of Revision

Each of the eight participants showed notable gains in their writing when they were able to plan out their stories. Although this is a vital role in the writing process, it is not the only one. According to Scott & Vitale (2003), students become more effective writers when following the writing process. Teaching revision strategies to students is just as important as using planning tools. The planning tools in this study were not the only reason the students were able to add

more detail to their writing. It is the researchers belief that the revision strategies taught in the realistic fiction unit of writing, had some influence on the inclusion of details and the overall quality of student writing.

Limitations

There are some factors that limit the findings of this study. The population used to for this study was a small focus group. The small focus group made it difficult to gather statistically significant results to support the research question. Since the focus group was small, it is difficult to predict the outcome of the study when dealing with a larger population of students. The results might have turned out more or less valid if a larger population of students had been used.

The study was conducted in eight weeks with only one unit of writing. In order to get a more valid response to the research question, the study should be conducted throughout an entire year of the units in the writing workshop.

Due to the nature of the study, generalizations were difficult to make because the researcher was the teacher and the study was limited to only eight children. Another limitation of the study is the lack of control group. Since there was not a control group, it was difficult to determine if using the planning tool was the sole reason why the amount of details increased in students' writing.

Recommendations for Teachers

Using planning tools positively influenced the amount of details in a third grade writing workshop. Scott & Vitale (2003) stated that it is vital for teachers to supply specific tools to teach the writing process, since it is so complex. The findings of the current study also suggests

that teachers should continue to use tools such as story mountains, sketches, etc. to plan out students' story ideas prior to writing the actual story.

The findings of this study suggest that when students use the writing process, specifically planning tools, in a writing workshop, there are positive improvements to writing. When using two different planning tools prior to drafting stories, each participant showed significant gains in many different areas of details.

This research has another important implication for the benefit of student writing. Although, using a planning tool increased the amount of details in each participant's writing, students are likely to benefit from learning and applying different revision strategies to incorporate more detail in their writing. The writing process should be taught as a step by step process. The writing process plays an integral role in teaching students how to write effectively (Martin, 2005).

In the writing workshop classroom, writing is taught as a process where students generate ideas, think them through, plan them out, draft writing, revise, and finally publish (Calkins, 1986). The results of the study indicate that the planning aspect of the writing process is an integral part in teaching students how to write effectively and add detail. Teachers should teach their students based on the writing process model, without skipping any steps.

Recommendations for Further Research

The current study took place in a single classroom with eight participants over an eight week period. Since only one unit of study was analyzed and such a small portion of students were studied, future researchers should continue to study the influence that planning has on the

amount of details in student writing. Further researchers should conduct this type of study in several different classrooms with more participants.

In addition, future research could take place over the course of a year, throughout several writing units, rather than just one. Research should be conducted throughout many different grades. If possible, future research could use comparative methods to compare student writing in a writing workshop classroom and a traditional writing classroom where the writing process is not used as a process to teach writing.

Research conducted on how students feel during the writing process can also be possible research in a future study. When conducting this study, students were very excited when they were creating their story mountains, sketching their scenes, and writing their story. When the teacher asked each student to write the pre assessment personal narrative, students were not excited and showed little motivation to do their best. Therefore, students should be interviewed to determine their thinking and feeling about the writing process, specifically during the planning and revising stages of the writing process. Afterwards, the information on what students were thinking during instruction should be collected in order to determine what they learned about the planning and revising stages of the writing process.

References

- Bandura, A. (1963). *Social learning and personality development*. New York: Holt, Rinehart, and Winston.
- Bandura, A. (1969). *Principles of behavior modification*. New York: Holt, Rinehart, and Winston.
- Brenda, T., Reid, R., & Graham, S. (2009). Teaching young students strategies for planning and drafting stories: the impact of self-regulated strategy development. *Journal of Educational Research*, 102(5), 323-331. Retrieved from Eric database. (EJ835896)
- Daqi, L. (2007). Story mapping and its effects on the writing fluency and word diversity of Students with learning disabilities. *A Contemporary Journal*, 5(1), 77-93, Retrieved From Academic Search Premiere (AN 24314991)
- Englert, C.S. (1992). Writing instruction from a sociocultural perspective: the holistic, dialogic, and social enterprise of writing. *Journal of Learning Disabilities*, 25(3), 153-172, Retrieved from Eric database (EJ444463)
- Englert, C.S. & Mariage, T.V. (1991). Shared understandings: structuring the writing experience through dialogue. *Journal of Learning Disabilities*, 24(6), 330-342, Retrieved from Eric database. (EJ431348)
- Englert, C.S. & Raphael, T.E. (1988). Constructing well-formed prose: process, structure, and metacognitive knowledge. *Exceptional Children*, 54(6), 513-520, Retrieved from Eric database. (EJ368915)
- Graham, R.J. (2000). The self as a writer: assumptions and identities in the writing workshop. *Journal of Adolescent & Adult Literacy*, 43(4), 358-365, Retrieved from Academic Search Premiere. (AN 2543572)

- Harland, T. (2003). Vygotsky's zone of proximal development and problem-based learning: linking a theoretical concept with practice through action research. *Teaching in Higher Education*, 8(2), 263-272. doi: 10.1080/1356251032000052483
- Helsel, L. & Greenberg, D. (2007). Helping struggling writers succeed: a self-regulated strategy Instruction program. *Reading Teacher*, 60(8), 752-760. Retrieved from Eric database. (EJ762162)
- Lienemann, T.O., Graham, S., Leader-Jansseen, B., & Reid, R. Improving the writing performance of struggling writers in second grade. *Journal of Special Education*, 40(2), 66-78. Retrieved from Academic Search Priemere (AN 21639834)
- Lorenz, B., Green, T., & Brown, A. (2009). Using multimedia graphic organizers software in the Prewriting activities of primary school students? What are the benefits? *Computers in Schools*, (26)2, 115-129. doi: 10.1080/07380560902906054
- Martin, L.E., Segraves, R., Thacker, S., & Young, L. (2005). The writing process: three first grade teachers and their students reflect on what was learned. *Reading Psychology*, 26(3), 235-249. doi: 10.1080/02702710590962569
- Monroe, B.W., & Troia, G. A. (2006). Teaching writing strategies to middle school students with disabilities. *Journal of Educational Research*, 100(1), 21-33. Retrieved from Eric database. (EJ773763)
- Patel, P., & Laud, L. (2009). Helping students to add detail and flair to their stories. *Preventing School Failure*, 54(1), 2-10. Retrieved from Eric database. (EJ845961)
- Pollington, M.E., Wilcox, B., & Morrison, T.G. (2001). Self-perception in writing: the effects of writing workshop and traditional instruction on intermediate grade students. *Reading*

- Psychology*, 22(4), 249-265. Retrieved from Academic Search Premiere. (AN 6113045)
- Raphael, T.E. & Englert, C.S. (1990). Writing and reading: partners in constructing meaning. *The Reading Teacher*, 43(6), 388-400, Retrieved from Academic Search Premiere. (AN 11080383)
- Saddler, B., Moran, S., Graham, S., & Harris, K.R. (2005). Preventing writing difficulties: the effects of planning strategy instruction on the writing performance of struggling writers. *Exceptionality*, 39(1), 19-33. Retrieved from Eric database. (EJ693936)
- Scott, B.J., & Vitale, M.R. (2003) Teaching the writing process to students with ld. *Intervention In School and Clinic*, 38(4), 220-224). Retrieve from Eric database. (EJ664457)
- Singer, J. & Shagoury, R. (2005). Stirring up justice: adolescents reading, writing, and changing the world. *Journal of Adolescent & Adult Literacy*, 49(4), 318-339, Retrieved from Eric database. (EJ737944)
- Troia, G. A. & Graham, S. (2002). The effectiveness of a highly explicit, teacher-directed strategy instruction routine: changing the writing performance of students with learning disabilities. *Journal of Learning Disabilities*, 35(4), 290-305. Retrieved from Eric database. (EJ650513)
- Tryphon, A. & Voneche, J. (1996). *Piaget-Vygotsky. The social genesis of thought*. East Sussex: Psychology Press.
- Vygotsky, L. (2004). Imagination and creativity in childhood. *Journal of Russian & East European Psychology*, 42(1), 7-97, Retrieved from Academic Search Premiere. (AN 12312275)
- Vygotsky, L. (1978). *Mind in society*. Cambridge: Harvard University Press.
- Wong, B. Y. L, Butler, D. L., Ficzero, S. A., & Kuperis, S. (1996). Teaching low achievers and

Students with learning disabilities to plan, write, and revise opinion essays. *Journal of Learning Disabilities*, 29(2), 197-212. Retrieved from Eric database. (EJ519900)