

"I AM GETTING TIRED TO WRITE THE
STOREYS MR. BENESH": AN INVESTIGATION OF THE
SCHOOL JOURNAL CONTENTS OF GRADE ONE
AND GRADE TWO CHILDREN

by

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We accept this thesis as conforming
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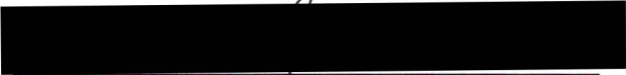
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ABSTRACT

This study was undertaken to construct and refine an informal writing analysis to classify and tabulate spontaneous journal writing content. A total of 158 journals written over a two year period by a sample of 44 Grade One and Grade Two students were selected from two elementary schools in a large British Columbia School District. Content and transcription variations attributable to sex differences, widely separated birthdates, grade placement, reading proficiency and writing ability were investigated. Unedited journal excerpts and full-length entry samples were reprinted to document content variety and writing sophistication. Findings also were compared to similar journal content analyses in the literature. This study suggests that young children, while writing on a wide variety of topics, have strong content preferences. Significant differences in variations attributable to sex, grade, age, reading proficiency and writing ability were documented. Developmental patterns of content shift were noted. "Novelty" entries, apparently resulting from a lack of story ideas and/or boredom with the writing routine are described. On basis of document analysis a number of modifications to classroom practices are recommended, particularly those with respect to the role of a supportive audience and peer collaboration in sustaining journal activity.


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CHAPTER I - STATEMENT OF THE PROBLEM

A. BACKGROUND AND PURPOSE OF THE STUDY

1. Statement of the Issue

This study investigates the contents of the school journals written by Grade One and Grade Two children over a period of two school years: 1987-1988 and 1988-1989.

2. Purpose of the Study

The purpose of this study was to construct an informal writing analysis or IWA, in order to classify and tabulate school journal entries into content categories to inventory the variety and range of writing content of Grade One and Grade Two children.

3. Overview

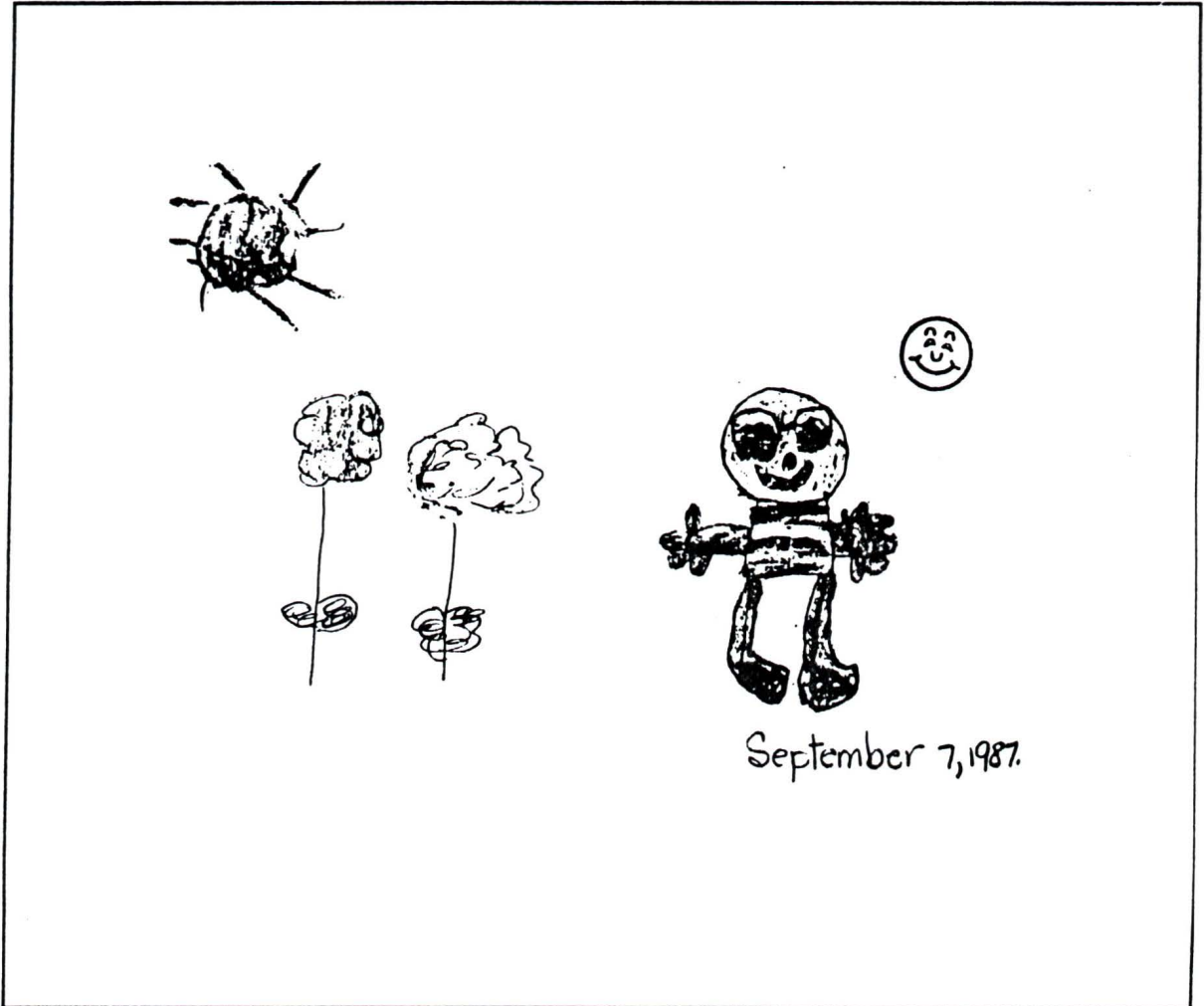
This two year cohort study involved a documentary analysis of journal writing contents gathered from a cluster sample of 26 Grade One children from Marion Schilling Elementary School (1987-1988) and seven Grade One and 11 Grade Two children from Robert L. Clemitson Elementary School (1988-1989) in Kamloops School District #24.

Journal samples produced daily in class were collected from all 44 children from the first day of both school years. Topics, format, content and length of entry were decided by each child. Children collaborated as needed. All teacher directed instructions regarding the scope and expectations of a daily journal writing regimen were tape recorded and transcribed (Chapter III; Journal Instructions). Any written after-the-fact feedback by this author are located below/beside the children's

journal entries. All writing samples are correctly dated. The daily journal sessions lasted 15 to 20 minutes.

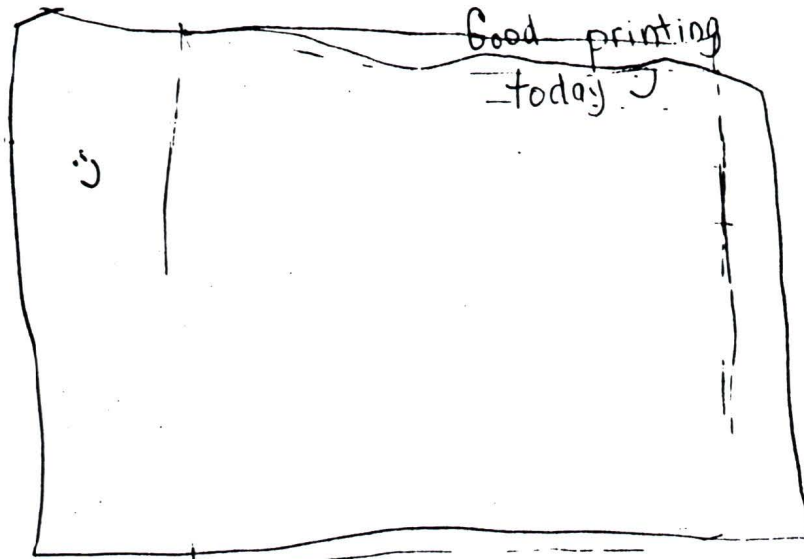
The following journal accounts have been duplicated to illustrate the variety and range of the Grade One and Grade Two journal entries inventoried during this study.

Child 12: Grade One
September 7, 1987



September 7, 1987.

Child 15: Grade One
November 16, 1987



Today is Monday -
November 16
why is today spshl
be cus today is print
ing frum the blac bo
rd

Child 1: Grade One
February 17, 1988

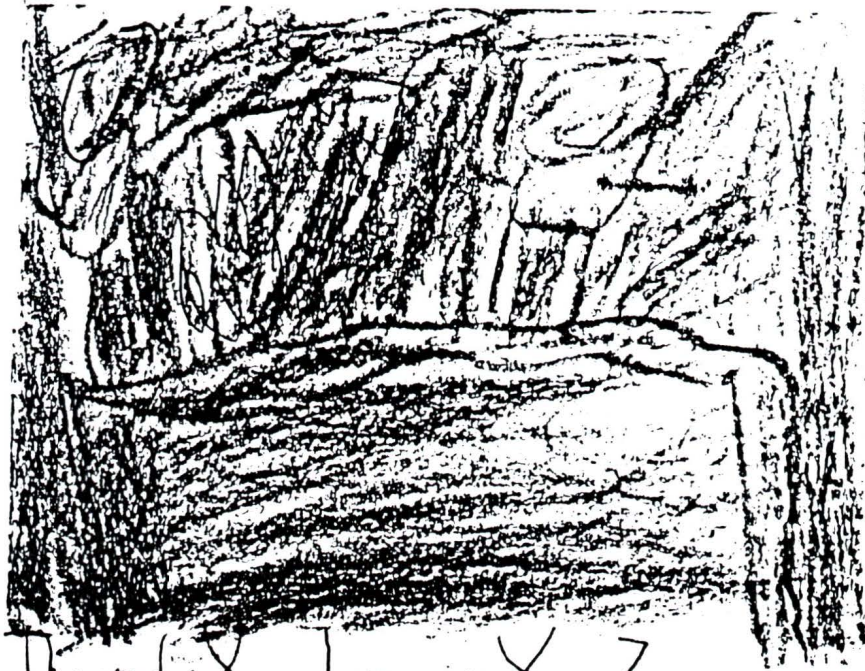
11



Wednesday February
17 1988. Tomorrow
is 100 day. Today i
am going skayding
It will be fun on
the ice.



Child 23: Grade One
January 7, 1988



Thursday January 7
 Brett always peeks
 at my work, a I
 bot lie v o I Pw
 be w ba b W M
 yat 5 W L c W M
 n i R R L c a t d m c b t s

Child 4: Grade One
May 19, 1988

Thursday May 19, 1988

One day ing ang and ong

after school they saw a big mounition

so they stared to clime it.

When they were at the top they saw a

mounition goat. But the He gust

turned the other way and ing ang and

ong followd it. But then the goat

turned around and it chosed them

and then ing ang and ong ran all the
way home.

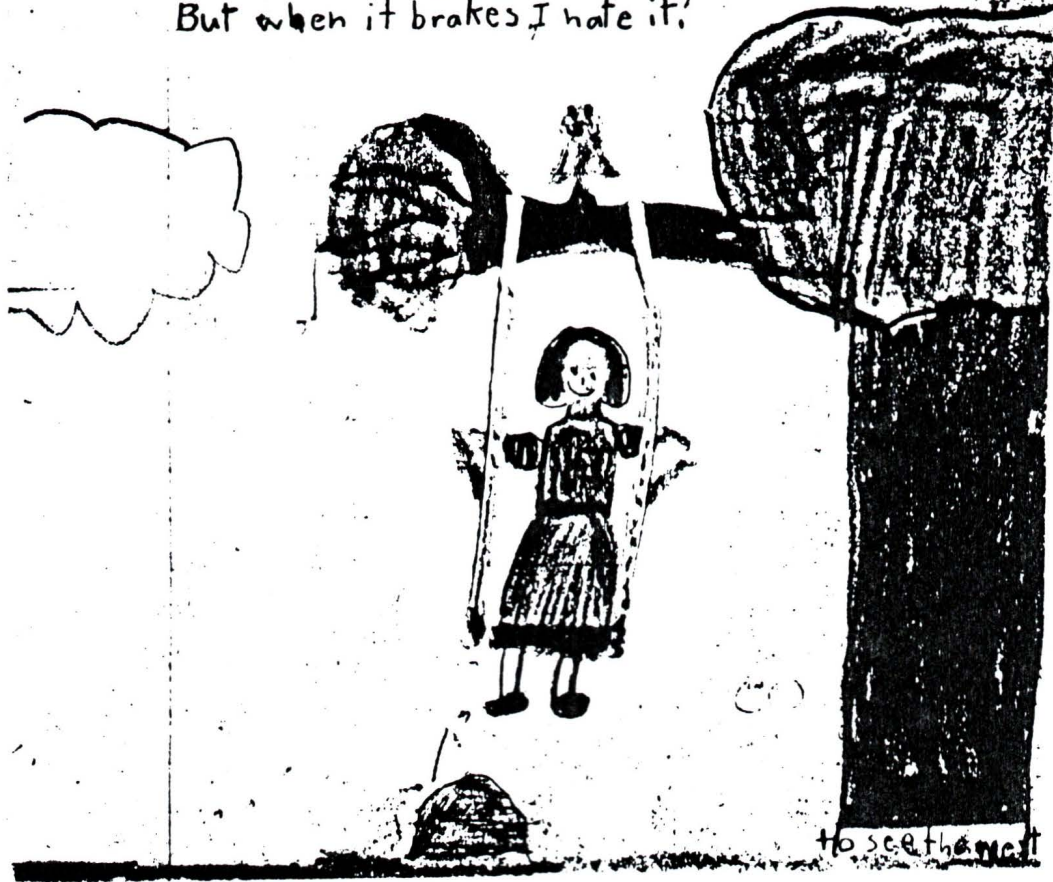
The End.

Child 5: Grade Two
February 10, 1989

February 10, 1989 .

My Swing

I love my swing, I go up, Down, up, Down, up, Down
But when it brakes I hate it!



Child 4: Grade Two
September 7, 1988

September 7, 1988.

England

I went to england.

It was fun! I went to
a Butterfly farm. And
it was neat. There were
lots of huge Butterfls!
And Green houses, there
were allso peacocks. And
walkingstiks

Child 6: Grade 2
June 26-27, 1989

his mother ^{June 26, 1989} walk up
when she see the
spooky thing she
ran into the closet
Tommy opind the
closet and said mom
get out of ther
the spooky thing

Child 6: Grade 2 (cont'd)
June 26-27, 1989

just luks skery
he reely is nice
Tommies Mother
said then wy is he
heer. Tommy said
he is skerd of
that haunted hous
to so can he stay

Child 6: Grade 2 (cont'd)
June 26-27, 1989

June 27, 1989

pleas can he can
he can he his
Mother said well
o-k as long as we
giv him a namme
the spookys thing
said monster that
was Mather in
moster talk

Child 6: Grade 2 (cont'd)
June 26-27, 1989

but Tommy and
his Mother did
not know that so
Tommy said that,
is a grate mamme
and so from that
day on the sp~~ooky~~
thing is coled
monster.

B. RESEARCH QUESTIONS AND HYPOTHESES

The design, construction and use of an informal writing analysis to classify and tabulate school journal entries into content categories, raises a number of research questions. These questions direct the content analysis and serve to clarify four key hypotheses or major inquiries which outline the purpose of the study. The hypotheses are:

1. Is the IWA developed during this study a workable tool for classroom teachers to analyze systematically young children's school journal entries?
2. Will the IWA highlight the journal content differences between individuals and between groups of individuals?
 - (a) Will individuals compose a majority (+50.01%) of their journal entries related to a single content category over one/more school term(s)?
 - (b) Are there differences in the content produced by boys as compared to girls? If so, what is the nature of these differences?
 - (c) Are there differences in the content produced by children of widely separated birthdates; more particularly are there differences in the content produced between the Grade One versus the Grade Two children sampled in this study?
 - (d) Are there any differences in the content produced between early versus late readers?
3. Over the course of the school year are developmental shifts evident in the nature of the content analyzed?

- (a) Will beginning writers' journal content shift from a general account of events to comments on the meaning and significance of those events, over the period of this study?
 - (b) Will beginning writers tend to favour factual or fictional accounts, and does this change as they mature?
 - (c) Will any of the young writers tend to extend or develop a single entry over several days/weeks? If so, can these writers be characterized?
4. Will the IWA support and/or supplement the findings of similar documentary analyses in the research literature?
- (a) How do the IWA findings compare to the published results from the study by Manning, Manning and Hughes (1987)?

C. SUMMARY OF STUDY

This longitudinal research study is an account of 44 Grade One and Grade Two children who have been encouraged to write spontaneously on a daily basis in their school writing journals. Each child's choice of writing content has been documented via the IWA format over the course of an entire school year.

When educators don't take the time to determine what students know, conceptual mismatches between teacher and student, between school curriculum and a child's needs/interests occur (Hansen & Graves, 1986). This study assumes that school journal content will reflect student needs and interests to some degree. If the IWA can assist the classroom teacher in determining those needs/interests, then the possibility of a teacher

merging a school's curriculum with a child's personal agenda is enhanced. Classroom teachers must tailor their instruction to their students' needs (Johnston, 1987). It is the purpose of this study to determine whether the IWA developed for this investigation can assist the classroom teacher in discovering those needs.

D. IWA EXPLAINED

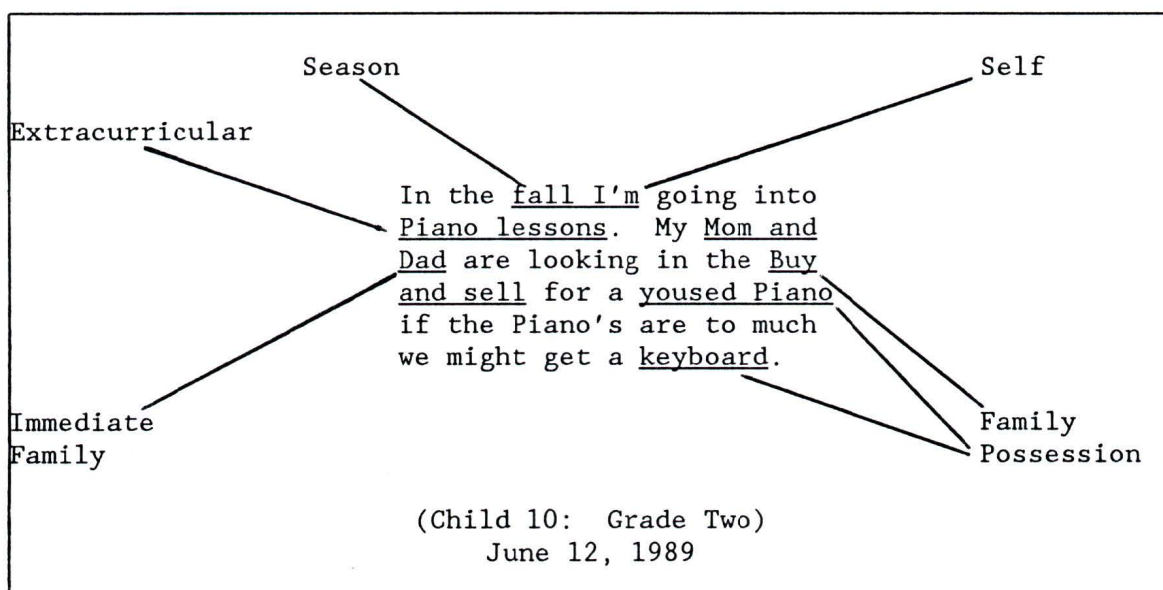
In a broad sense, IWA's can be thought of as a structured daily analysis of children's school journal writing context. The noun, 'analysis' deals with a resolution into simple elements for the purposes of identifying and quantifying those elements. A checklist instrument, such as the IWA, permits both the identification and determination of the nature and content density of school journal writing samples by content type. The content categories of this study's informal writing analysis evolved from the data and the research literature categories are:

1. General Account Content: school journal entries that commonly encompass school curriculum, natural world, material world and recreational pursuits (examples of each category are in Chapter III).
2. Diary Content: school journal entries that emphasize self, family, friends, pets and extracurricular (examples of each category are in Chapter III).
3. Storybook Content: school journal entries that are fictional; categories are description, good versus evil, travel/discovery, search/rescue, problem, natural disaster, animals, children, adults, characters, royalty, castles, fairies/

giants, goblins/ogres, aliens/monsters and toys (examples of each category are in Chapter III).

School journal entries that do not belong under one of the above content categories were classified as 'other', and then analyzed to further refine the measure.

The writing analysis is informal in the sense that content classifications are flexible, not rigid. Often a journal entry may be classified equally under two or more content categories. The following entry illustrates classification under multiple content categories:



The above entry for June 12, 1989 was classified/tabulated on the IWA checklist as:

A single entry may offer multiple content classifications, each of which can be categorized separately. The IWA format permits a more thorough 'analysis' of content than does a simple entry count. Instead, the emphasis is on determining the nature (variability, scope, number of entries) of a child's school journal writing content and thereby the opportunity to analyze children's actual writing in as naturalistic a manner as possible (Cullinan & Strickland, 1986). Administration of an IWA can profile children's school writing content to better enable classroom teachers to coordinate a school's curriculum agenda to a child's personal agenda, as represented in a school journal's content.

The IWA is designed to facilitate an important analytical function by highlighting patterns of children's journal writing content, for unless teachers understand the [writing] patterns and how and where to look for them, they simply will not see them (Johnston, 1987). The IWA content categories reflect the scope and nature of the approximately 8,360 journal entries composed by 44 children over the course of the two year documentary study. (This estimate has been calculated on the basis of 190 journal writing sessions for each of the two school years, multiplied by the number of students sampled each year; $[190 \times 26 =] 4940 + [190 \times 18 =] 3420$, totalling 8,360 entries.)

E. BACKGROUND OF THE STUDY

Tony Brummet, the B.C. Minister of Education, recently stated that school curriculum needs to be "learner driven," and that standard school curricula, as it is currently implemented, clearly does not adequately recognize the individual differences amongst youngsters" (Author's notes).

In its Summary of Findings (1988), the Royal Commission applauds the notion of a 'learner driven' curricula, "self-directed" by the needs, interests and abilities of individual students while engaged with "worthwhile content." Further, the Royal Commission states:

The emphasis on standardized school curricula and operational practices found in most public schools, [some felt], hindered public schools in addressing the variation that now exists in British Columbia society. (Summary of Findings, p. 7)

Writing researchers Harste and Burke (1980) stress that classroom teachers have to be receptive to student output, willing to be informed by their students. As writing is a tool for students to explore the world in which they live (Newman, 1985), so too it acts as a medium by which we can attempt to understand what our students are trying to make personally meaningful, for:

It is only by observing language in use, by watching language users, that our own understanding of language can grow. And it is only from such understanding that we will be able to make curricular decisions... (Newman, 1985, p. 36).

This study purports to construct, test and refine an informal writing analysis in order to determine whether it is a relevant method of systematically observing "strongly personal information" (Harste, Burke & Woodward, 1981) in an educational setting. Learners must be in control of their own learning (Harste, Burke & Woodward, 1981; Graves, 1983). The IWA, in classifying and tabulating children's journal writing content, makes available direct content information which is instructionally relevant and timely, and is therefore more likely to be used by classroom teachers (Johnston, 1987).

If a classroom's curriculum is both developed and implemented on the basis of children's content knowledge, then that curriculum can said

to be "learner driven." Individual students expect control over what they learn (Harste et al., 1981; Graves, 1983), that is, the very nature of the content being 'taught'. Judith Newman (1985) explains that "by watching and trying to understand what it is the children are trying to do, we can come to know how best to help them learn" (p. 185). Thus, the IWA is a method of "kid-watching" (Goodman, 1980) designed to narrow the content gap between student input and curriculum output within the context of the classroom.

F. DEFINITION OF TERMS

Journal Content

What children write about in their school journals. The topics and subject matter (fiction/nonfiction) within a school journal.

Factual Journal Content

A journal entry, or series of journal entries, that recount(s) events that actually happened or are true, involving real participants. This category includes the total journal content classified under the General Account Content and Diary Content categories of the IWA.

Fictional Journal Content

A journal entry, or series of journal entries, that tell(s) a story involving imaginary events, portraying imaginary characters. This category includes the total journal content classified under Storybook Content of the IWA.

Entry

The amount written in a single (dated) journal session by one child.

Informal Writing Analysis, or IWA

A checklist instrument consisting of ten analytical tables, constructed, tested and refined for the purposes of classifying and tabulating school journal content.

Individual Content Profile, or ICP

Designed to analyze the journal writing patterns of individual children for the purpose of providing a content profile or outline of each child's total journal entries for any given school term, terms or school year.

Group Content Profile, or GCP

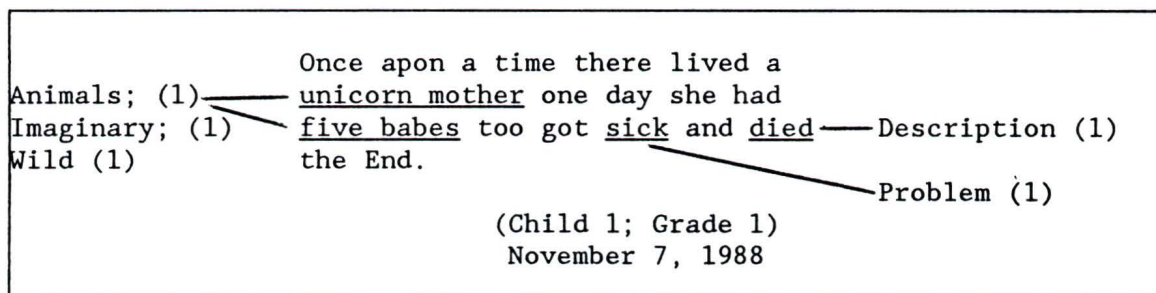
Designed to analyze the journal writing patterns of groups of children according to the attributes being compared/contrasted (e.g. sex, age, reading ability, grade placement).

Mention

A single journal entry may offer multiple topics, each of which can be tabulated on the IWA tables. Each tabulation is termed a mention. The following example demonstrates a single entry with five separate mentions:

	Today I'm having my	Self (1)
School (1)	— school Photos done. Last	Pastimes/Games/Play (1)
	night I had a soccer practis	Extracurricular (1)
	after we had Donuts drinks	
	and cupcakes.	
Food (1)		
	(Child 11; Grade Two)	
	September 28, 1988	

This example of a fictional description yields five separate mentions:



Two or more mentions belonging to the same content subcategory within the same journal entry, are tabulated once only.

S

An "S" refers to scribe. As registered on any of the IWA tables, it consists of words, phrases, sentences, stories, paragraphs, poems, labels, etc., dictated or requested by children but written by the teacher (example: 29^S).

R

"R" signifies rewrite. As registered on any of the IWA tables, it consists of words, phrases, sentences, stories, paragraphs, poems, labels, etc., voluntarily rewritten or copied by children into their journals. Transcribed entries by this author, subsequently copied by children in full, are also signified a rewrite (example: 187^R).

Those tabular figures without a ^S or ^R notation are regarded as representing journal entries created and composed by those children the figures pertain to (example: 243). Tabular figures may contain notational variations, however, figures accompanied with the ^S notation precede

figures accompanied with the ^R notation and figures accompanied with the ^R notation precede figures without notation (example: 29^S 187^R 243).

Early Readers

Children who learn the skill of reading before beginning formal school instruction in reading.

Late Readers

Children whose reading fluency and reading comprehension are significantly below grade level placement, as judged by the teacher/learning assistance staff.

Early Grade One

Refers to the first term of Grade One; September-December inclusive.

Late Grade Two

Refers to the third term of Grade Two; April-June inclusive.

Beginning Writers

Children who regularly require a teacher scribe or who rely extensively on copying.

Mature Writers

Children who require little or no assistance with the spelling of words, formatting of entries or specific content suggestions.

Content Density

Refers to the quantity of individual mentions, or topics, a single journal entry may possess.

Charts/Pattern Book Models

Refers to poems, rhymes and jingles displayed in chart form, introduced each week as a component of an integrated curriculum unit (e.g. rain). Also refers to published reading pattern books with highly predictable rhyme structures (e.g. Brown Bear, Brown Bear).

PUCG's

Abbreviated form for Pictures only, Unclear, Construction and Glue, as used in several of the IWA tables. Pictures only refers to journal entries with only pictures, no written expression. Unclear refers to letter strings, consonant clusters and single letters representing words; content message is unclear. Construction refers to those entries that display paper construction, with little/no written expression (e.g. paper pop-up device). Glue refers to the glue/pencil shaving mixture popular with many of the subjects during the 1988-1989 school year.

G. ASSUMPTIONS

The following assumptions underlie the current study:

1. That school journal contents reflect student needs and interests to some degree.
2. That each child's school journal included anything the child wished to write about.
3. That this author acknowledges the constraint of the time limitation placed upon each journal session.

H. LIMITATIONS

1. Formal generalizability of the results is qualified by the use of only 44 Grade One and Grade Two children.
2. The absence of interviews with the children involved in the study. Interviews might have added some interesting cross-validation of the study's results.
3. Grade One and Grade Two children sampled over the two school years (1987-1988; 1988-1989) are from different schools. This makes the drawing of writing development conclusions very tentative.
4. The difficulty in classifying the meaning associated with journal writing content via the IWA format. (Limitations inherent with the research instrument are addressed in Chapter III - Difficulties in Classifying the Content.)

Rationale

The documenting of journal writing content via the IWA format over the course of two school years causes several significant statements to emerge:

1. This is the first study the author is aware of that specifically investigates Grade One and Grade Two school journal writing contents.
2. The data collected is "strongly personal information" (Harste et al., 1981), with the potential of influencing the development and implementation of curriculum--curriculum which is ultimately "learner driven."

3. The results of the study advocate a child-centered classroom with continuous progress by empowering the teacher with a heightened sense of the writing content development of young children.

I. ORGANIZATION OF THE STUDY

The background, literature review, procedures, results and conclusions of this study are presented in five chapters.

The first chapter introduced the background, purpose, issues, sampling techniques, evaluation instruments and the rationale for the instruments design, construction and use. The next chapter reviews the literature pertaining to school journal writing contents.

Chapter III considers the appropriateness of the approaches selected, outlining methodology in detail. Educational context, subject descriptions, study duration, evaluative criteria, IWA and data collection procedures are described. Chapter IV documents the IWA with data analysis, results and a detailed summary of the research findings. Chapter V offers a restatement of the purpose of the study, a restatement of key findings, implications for practice and recommendations for further study.

CHAPTER II - REVIEW OF THE LITERATURE

A. INTRODUCTION

Although children's writing has received rigorous research attention, there remain areas that have been only superficially explored. One such writing area is the analysis of content, that is, the specific topics and ideas mentioned within a number of written selections and the range of subjects and ideas written about by a particular child or group of children.

This chapter presents a review of the literature pertinent to the analysis of the content of the writing produced by young children and is divided into the following sections: (1) written content analysis, (2) children's selection of writing content, and (3) the relevance of the surveyed literature for the current study.

B. THE ANALYSIS OF WRITING CONTENT

Research about writing must be suspect when it ignores context or process. Unless researchers describe in detail the full context of data gathering and the processes of learning and teaching, the data cannot be exported from room to room. Devoid of context, the data becomes sterile. One of the reasons teachers have rejected research information for so long is that they have been unable to transfer faceless data to the alive inquiring faces of the children they teach the next morning (Graves, 1981, p. 918).

The approach of the present investigation is to immerse teachers in the data gathered from a classroom context, such that the information gained can be utilized at other teaching sites. Graves (1973, 1975) was one of the first researchers to consider the writing processes of young

children and to analyze their written products without ignoring the educational context associated with the data.

In "A New Look at Writing Research" (1981), Graves argues for more developmental studies on children's writing concurrent with more direct observations of children in the classroom setting. He also notes the need for case study investigations which involve younger children over extended time periods, so that they could generate an intensive collection of data which could be used to validate general findings.

The analysis of writing content in an earlier study by Graves (1975) relates the unassigned writing of Grade Two children to the thematic choices their written products exhibit. One thousand, six hundred and thirty-five writings were "logged" (examined) for theme during the investigation. Graves separates and defines writing content into three distinct "territories":

1. Primary territory: writing content relates to home and school.
2. Secondary territory: writing content relates to the metropolitan area beyond the child's home and school.
3. Extended territory: writing content beyond the secondary territory; includes current events, history, geography on a national or international scale.

In "An Examination of the Writing Processes of Seven Year Old Children" (1975), Graves reported on the variance of spontaneous writing content related to sex differences:

...Boys write more about themes identified as in secondary and extended geographical territories than do girls. The only girls who write in these areas are those who are more developmentally advanced than others.

...Girls write more about primary territory, which is related to the home and school, than do boys (p. 236).

One of the several research hypotheses Graves formulated is: "Will boys in comparison with girls, exhibit distinctive choices with respect to the use of primary, secondary and extended territory...?" (p. 240). Graves reiterates the necessity of the case study method, in order to better understand the writing processes of individual children.

In 1979, Graves classified the writing content of his six-year-old case study subjects ("Sarah") into affective content ("Attribute books") or descriptive content ("action-sequence books"). In Writing: Teachers and Children at Work (1983), Graves examined the children's selection of writing topics, but did not classify or tabulate types of story content.

In Gnys at Work (1980), Bissex's case study of her son Paul's reading and writing development, she traced the boy's growth from personal to impersonal subject matter. She noted a "movement outward beyond the immediate in time and space and beyond our personal perspective..." (p. 200), as a constant pattern in Paul's writing development.

Of relevance to this study are the content analysis of the spontaneous oral stories provided by young children in the related studies of Pitcher and Prelinger (1963) and Ames (1966). Pitcher and Prelinger, collecting 360 stories from 137 children aged two to five years, concluded that sex differences were evident in the story themes, or topics, favoured. The authors interpreted these differences as suggesting "that boys may tend more to extensive experiences, whereas girls may experience

more intensively" (p. 173). Examples provided were that boys feature objects/vehicles in their stories, while girls preferred domestic animals. Boys introduced a greater number of story characters though girls elaborated on more details of their characters, including names, specific dialogue and social interrelationships. With increased age both boys and girls extended their stories' setting--from the realm of primary territory to extended territory locales. This finding echoes that of Graves (1975).

Themes of aggression were found to be prominent by Ames (1966), as well as by Pitcher and Prelinger. Using 120 children from the same sampling area and age range, Ames analyzed spontaneous storytelling into typical response themes related to age and sex differences. Concurrent with the earlier study's findings, Ames concludes girls mentioned more people in their stories than did boys and that girls' stories centered around socialization concepts. Boys' stories involved more violence, centered on self and tended to move away from realism sooner than did girls. Of particular relevance to this content study is Ames' finding that "the chief difficulty in obtaining spontaneous stories from five-year-olds is their strong drive to tell stories they have already been told" (p. 378). Content interviews with each subject might have validated the source of the spontaneous writing collected over the past two school years.

Compared to the research of young children's storytelling themes, the analysis of the contents of school journals has only recently been investigated, with varying degrees of thoroughness. Friedman's study (1985) of Grade One journal content concluded that "they usually wrote about their weekends or something special that had occurred" (p. 519).

Hall and Duffys' (1987) study of dialogue journals written by five-year-olds concluded that as the children's "confidence grew...so did their writing become more personal, more varied and more interesting." (p. 526).

A more "varied" writing was judged by the criteria of journal recounts revealing a strong sense of the writer's self; the disclosures of a writer's thoughts and feelings, enabled a variety of distinctive journal recounts to emerge.

Hipple in "Journal Writing in Kindergarten" (1985) separated writing content into three categories:

1. Realism: journal entries which depicted real happenings in their immediate lives (family activities, play events, television shows).
2. Fantasy: imaginary narratives involving images of animals, nature, stars, rainbows.
3. Isolated Concepts: journal entries which described only an isolated concept rather than an elaborate narrative (pp. 257-258). Hipple highlighted the recurring content themes of rainbows and hearts in her student's journals, adding "as could be expected, both the content and the language of the journals became more sophisticated during the course of the year (p. 259).

Content and language sophistication was judged by the criteria of plot development, use of detail and linguistic structures (i.e., simple word descriptors to the use of complex sentences).

A 1987 writing research study by Manning, Manning and Hughes monitored and classified the spontaneous school entries of 20 Grade One children by content categories. These researchers specifically analyzed writing content and form, classifying the content into one of ten categories: (1) pictures only, (2) scribble or random letters, (3) labels or descriptions of pictures, (4) lists, (5) copies of texts, (6) retellings of texts, (7) personal content, (8) imaginative content, (9) informational content, and (10) other written forms, such as puzzles.

Manning, Manning and Hughes documented that when given the opportunity to choose their writing topics, 37% of the Grade One children wrote about personal experiences, 28% wrote about informational content and 12% about holidays. Manning et al. further examined distinct elements of the childrens' personal and informational topics by establishing refined content categories. Personal content categories included: (1) about me, (2) family, (3) other people, (4) pets, (5) feelings for people, (6) feelings for things, and (7) feelings for toys. Informational content categories included: (1) statements of general knowledge, (2) curriculum, (3) holidays, (4) seasons, (5) current events, and (6) questions about content.

Manning, Manning and Hughes did not address the instructional implications of their one year study, nor did they suggest possible curriculum uses for their writing content "profiles." Furthermore, sex differences in content of writing were not reported.

Dyson (1988) investigated the journal writing contents of three school classes (kindergarten), first/second grade, and second/third grade, for a total of 11 months during 1985 and 1986. Case studies of two of the

80 students involved served to classify journal entries into imaginary world content, present social world content and a wider experienced world content. In the contexts of these multiple worlds, writing content developed as it became embedded in the children's lives, and as it became a method of understanding their own experiences and of interacting with others. Dyson focused on the social processes of young children, not on categorizing journal content. She was more interested in the "health" of the classroom community and the individual children's comfort within those communities.

C. CHILDREN'S SELECTION OF WRITING CONTENT

A recurrent theme in the literature is the need for classroom teachers to encourage spontaneous writing, such that children may include anything they wish to write about, for teachers have few opportunities to observe/examine a child's range of story writing content (Bissex, 1980). In Lessons from a Child Calkins (1983) stressed that students become involved in their writing when they write on topics important to them. She states,

When children write about topics they know well, to interested and questioning audiences, the topics and the audiences make demands on the writer which makes even first graders place higher demands on themselves...[for]...First graders care about information, organization, even point-of-view...(p. 146)

The notion of an informed, inquisitive audience is relevant to this study. The young children sampled regularly read and/or 'published' favourite journal entries. In The Art of Teaching Writing (1986), Calkins reiterated the importance of topic choice, though she did not investigate written content by means of a thorough documentary analysis.

In 1979, Graves recommended that teachers must ask children to choose their own writing content. He states,

Teachers must ask children to choose their own topics for writing from the wealth of their daily experiences. This is painless for most children early in first grade. Assigned topics are unnecessary and cheat the child of an important writing task (p. 835).

Friedman (1985), referring to the work of Graves (1983), reaffirms that unassigned or spontaneous writing causes young children to learn the important writing task of generating content and that such writing opportunities help them to recognize what is most important to them. Friedman concludes,

Overall, the children needed to get the idea that they could write whatever they needed to write. Little by little, through practicing every day, first writing sentences, then attempting to do reports and stories, they grew confident. Eventually, whenever asked to write, they set to work optimistically, knowing they were capable of doing the job (p. 519).

In Gnys at Work (1980), Bissex substantiates the importance of spontaneous daily writing and reports that first graders usually have "no trouble" choosing their own writing topics. The instructional implications surrounding unassigned writing are that "teachers will find that ground, between their own knowledge and their students' knowledge, between their own lives and their students lives" (Bissex, p. 104), where teaching truly begins.

D. INSTRUCTIONAL IMPLICATIONS

If young writers decide on their writing content and are encouraged on a daily basis to take risks with written language (Harste & Burke, 1980), then what are the instructional implications for the classroom

teacher? It is the teacher's professional responsibility to consistently examine his/her own instructional practices and assumptions (Harste & Burke, 1980). He/She is well advised to record what the children are writing about in order to minimize conceptual mismatches between a child's current knowledge base and the subject matter to be taught as prescribed curriculum. Johnston (1987) states,

Unless we know our children it is not possible to tailor our instruction to their needs, particularly in the language arts, which require a supportive, communicative context. We must observe...(p. 748).

If the classroom teacher analyzes that content record in order to develop/implement curriculum that considers the childrens' knowledge base, then that curriculum ultimately becomes "learner-driven." Jaggar (1985) suggests,

...research confirms that children are active agents in their own learning. Knowledge is not something that exists outside; it is constructed within by the learner...children will require new knowledge only when they can relate it to existing ideas or language, that it 'makes sense' in terms of what they already know (p. 2).

Bissex (1980) implores first grade teachers to "find out right away what children already know...in order to tell where effective instruction can start" (p. 103). Bissex offers Mary E. Giacobbe as an example of how one first grade teacher used school journals. ("40 pages of unlined 9" x 12" paper") to discover what her students already knew about written language and her "students' concerns and interests." Giacobbe states,

As the blank pages in their journals came alive with drawings and words telling of their experiences, I could see these children had entered school ready to engage in the active process of writing. They were writing their own workbooks. They were showing me what they knew as well as what they needed to know (p. 104).

Giacobbe used journals for the purpose of "effective instruction" in her classroom. This study seeks to determine whether an informal writing analysis of school journals will aid in a quest to become sufficiently informed by the content of those journals for the purpose of enhancing classroom instruction. The IWA may provide the "strongly personal information" (Harste et al., 1981) critical in the development and implementation of "learner-driven" curricula. Johnston (1987) emphasizes that,

The goal [of educational evaluation] is to collect efficiently objective data which can be used for a variety of purposes such as classification, accountability, and progress monitoring.... The most fundamental goal of all educational evaluation is optimal instruction for all children (p. 744).

E. SUMMARY

Chapter II has presented a review of the literature pertinent to this study. The scope/nature of the school journal writing content produced by young children and the educational implications associated with that content, have only been superficially analyzed. Graves (1975) related the spontaneous writing content of Grade Two children to that of three "territories"--primary, secondary and extended--which served to categorize content into thematic choices. Conclusions about topic choice were allied to sex differences, age and writing ability. In 1979, Graves classified his six-year-old case study subjects' writing into affective content or descriptive content.

Bissex (1980) traced her son's writing development from personal to impersonal subject matter. Similarly, Hall and Duffy's (1987) study of dialogue journals documented a larger variety of writing topics as

children matured. Friedman's (1985) investigation of Grade One journal content determined that weekend activities and special events--experiences occurring beyond home and school--became frequent topics of the more skilled writers.

Hipple (1985) classified kindergarten journal content into the categories of realism, fantasy and isolated concepts, yet not until the Manning, Manning and Hughes (1987) study was a thorough investigation of writing content involving younger children over extended time periods (Graves) undertaken. Manning et al. classified and tabulated journal writing into one of ten categories, providing elaborate content "profiles" of their Grade One subjects. Their study asked one question: "What do 1st graders choose to put in their journals when given no direct suggestion for topics?" (p. 311). Chapter II of this study returns to this central question repeatedly.

Researchers who have examined young childrens' writing content unanimously voice the importance of spontaneous daily writing. Friedman (1985) reaffirms Graves (1983) assertion that unassigned writing opportunities help children determine what is most important to them. First graders have "no trouble" (Bissex, 1980) selecting writing topics, even from the first week in school (Giacobbe, 1981). Manning et al. (1987) state that "when given the opportunity, 1st graders can and will write in journals, and can select their own topics" (p. 314).

Interpretations of the varied lived experiences, as self-selected and recorded by children in their journals, may provide teachers with meaningful insights into each child's experiences within the situational context of the classroom. This notion of mutuality can be more deeply

bonded through the teacher's knowledge of his students' needs/interests and keenly preserved within a "learner-driven" curricula that respects those needs/interests.

CHAPTER III - METHODOLOGY

A. INTRODUCTION

Five key hypotheses outline the purpose of the research study:

1. The IWA is a relevant method for classroom teachers to systematically analyze school journal entries.
2. The IWA will highlight the journal content differences between individuals, and between groups of individuals.
3. Over the course of the school year there will be developmental shifts in the nature of the content analyzed.
4. Journal content patterns related to age, sex, grade and/or reading ability will emerge from the content analysis.
5. The IWA will support and supplement the findings of similar documentary analyses in the research literature.

These five hypotheses were formulated to direct an inquiry into the school journal content of Grade One and Grade Two children. The research design selected is descriptive rather than experimental to better enable the investigation to reveal content differences, writing patterns and developmental content shifts over time. Differences noted were subjected to Chi-square analysis. The educational assumptions underlying the daily practice of children recording personal needs and interests as they explore new concepts via the journal format are:

1. Journal writing should be personally meaningful; that each entry is worthwhile in that it makes sense for each child-author.

2. Journal writing should promote cooperative learning; that children view the recording of meaningful information as opportunities to communicate ideas.
3. Journal writing should underscore each child's need to explore and experiment with ideas, within the comfort of an informal risk-free environment.
4. Journal writing should be open-ended and made manageable for each child.
5. Journal writing should offer an element of choice, including the choice of format, style and writing materials for each child.

This study's key hypotheses, supported by the assumptions outlined above imply that there is enormous value to be gained by teachers constructing instruments, such as the IWA, that examine educational practices. To do so clarifies educational values, purposes, priorities and terminology (Stibbs, 1983). It is only in knowing ourselves and the assumptions we hold that we can begin to challenge them and grow (Harste & Burke, 1980).

When using the school journal as an ordinary, daily writing activity, teachers have learned to appreciate its usefulness "across the curriculum" (Fulwiler, 1985), viewing journal writing as an integral part of curriculum development (Unia, 1985; Johnson & Louis, 1987). The IWA has the potential of providing the classroom teacher with a source of baseline data as to the nature/extent of school journal content of individuals, particular groups of individuals and/or the class as a whole.

The IWA was designed to be workable, valid and informative. It is workable in the sense that the checklist format is potentially convenient, perhaps enabling the classroom teacher to analyze an incredible amount of content data revealingly. The IWA is valid, in that the IWA could efficiently gather content information on a daily basis, with the intention of developing/implementing curriculum that ultimately is "learner-driven," based upon the very information collected. It is informative in the sense that the content categories encompass all possible journal entries investigated--being truly data-generated. Once tabulated, content patterns and personal topic preferences may be determined. Johnston (1987) states,

What makes an expert in classroom literacy evaluation? A very important characteristic of experts in general is their ability to recognize patterns...unless teachers understand the patterns and how and where to look for them, they simply will not see them (p. 745).

The IWA may be proven to offer classroom teachers more insight into the literary events enacted daily by the many language "experts" they teach and learn from.

B. TIMELINE FOR STUDY

First Year September 8, 1987 - June 28, 1988

Second Year September 7, 1988 - June 28, 1989

C. EDUCATIONAL SETTING

The two year study occurred in two Kamloops School District (#24) schools: Marion Schilling Elementary (1987-1988) and Robert L. Clemitson Elementary (1988-1989).

Marion Schilling Elementary is in an older design building dating (in part) from 1950. Students are drawn from a middle to upper-middle class neighbourhood, with a predominance of young families. It is a homogeneous school in cultural and socio-economic terms. It is also a dual-track French Immersion school. The school houses 435 students, with 106 students enrolled in French Immersion, K-5. Parental expectations are high and parent interest/involvement in the school reflects this posture.

Robert L. Clemitson Elementary School was constructed in 1970 and houses students from K-7. The 440 students enrolled represent a middle to upper-middle class neighbourhood with a rural flavour. It is also a homogeneous school in cultural and socio-economic terms with active parental involvement in all school functions.

D. SUBJECTS

Subjects for the two year study are 44 Grade One and Grade Two children. The first year of the study (1987-1988) involved 26 Grade One children, nine girls and 17 boys. The second year of the study (1988-1989) involved seven Grade One children, two girls and five boys and 11 Grade Two children, ten girls and one boy. A total of seven children were designated as having 'special needs', each routinely received therapy for sensory motor integration, vision integration dysfunction, voice quality, language processing or attention deficit disorder with hyperactivity (ADHD) at clinics, hospitals or agencies in liaison with the school. Tables 1, 2 and 3 outline the 44 subjects' age, grade placement, sex and reading ability.

TABLE 1

GRADE ONE SUBJECTS: 1987-1988

Child	Sex	Birthdate	Age During Study	Reading: Early or Late
1	G	80-12-21	6.10 - 7.7	E
2	G	81-07-15	6.2 - 6.11	
3	B	81-07-09	6.2 - 6.11	
4	G	81-10-15	5.11 - 6.8	E
5	G	81-09-08	6.0 - 6.9	
6	G	81-08-27	6.1 - 6.10	
7	B	81-10-09	5.11 - 6.8	E
8	B	81-06-10	6.3 - 7.0	L
9	B	81-09-03	6.0 - 6.9	
10	G	81-08-02	6.1 - 6.10	L
11	G	81-01-05	6.8 - 7.5	L
12	B	81-12-31	5.10 - 6.7	
13	G	81-06-24	6.3 - 7.0	
14	G	81-06-19	6.3 - 7.0	L
15	B	8-09-22	7.0 - 7.0	
16	B	81-08-17	6.1 - 6.10	
17	B	81-08-13	6.1 - 6.10	L
18	B	81-01-15	6.8 - 7.5	
19	B	81-04-16	6.5 - 7.2	L
20	B	81-07-11	6.2 - 6.11	
21	B	80-09-14	7.0 - 7.9	L
22	B	81-09-11	6.0 - 6.9	L
23	B	81-10-27	5.11 - 6.8	
24	B	81-08-06	6.1 - 6.10	
25	B	81-07-31	6.2 - 6.11	
26	B	81-11-02	5.11 - 6.8	E

Decimal (.) under heading "Age During Study" separates year and month figures (e.g. 6.10 denotes 6 years 10 months)

TABLE 2

GRADE ONE SUBJECTS: 1988-1989

Child	Sex	Birthdate	Age During Study	Reading: Early or Late
1	G	82-01-14	6.8 - 7.5	E
2	B	82-05-02	6.4 - 7.1	
3	G	82-03-02	6.6 - 7.3	E
4	B	81-08-18	7.1 - 7.10	
5	B	82-08-17	6.1 - 6.10	
6	B	82-02-11	6.7 - 7.4	L
7	B	81-12-28	6.9 - 7.6	L

Decimal (.) under heading "Age During Study" separates year and month figures (e.g. 6.10 denotes 6 years 10 months)

TABLE 3

GRADE TWO SUBJECTS: 1988-1989

Child	Sex	Birthdate	Age During Study	Reading: Early or Late
1	G	81-09-16	7.0 - 7.9	
2	G	81-07-19	7.2 - 7.11	E
3	G	81-08-14	7.1 - 7.10	
4	G	81-03-09	7.6 - 8.3	E
5	G	81-07-23	7.2 - 7.11	
6	B	81-03-25	7.6 - 8.3	L
7	G	81-08-20	7.1 - 7.10	L
8	G	81-09-24	7.0 - 7.9	
9	G	81-07-24	7.2 - 7.11	
10	G	81-07-23	7.2 - 7.11	
11	G	81-06-30	7.3 - 8.0	

Decimal (.) under heading "Age During Study" separates year and month figures (e.g. 6.10 denotes 6 years 10 months)

Samples

Journal samples were collected from all 44 children over the three school 'terms' (September-December; January-March; April-June) comprising each of the two school years investigated. The school terms, each divided by a holiday break, were chosen to better manage the statistical information collected and to foster disclosure of content patterns. A total of 158 journal booklets were filled by the 44 children during this study. Appendix A outlines the number of journals written for each school year. The estimated total number of journal entries written by the 26 Grade One children for the 1987-1988 school year was 4940 [190 days (estimated) x 26 children]. The estimated total number of journal entries written by the seven Grade One and 11 Grade Two children for 1988-1989 school year was 3420 [190 days (estimated) x 18 children].

E. STUDENT JOURNALS

School district issued exercise books (22.7 x 18.1 cm) and/or duotang bound lined paper folders (29.4 x 23.2 cm) serviced as student journals throughout the two year study. Journal entries have been dated by the children or this author. Journals have been sequentially numbered on the outside cover to preserve the correct completion order for each child.

1. Introducing School Journals

Oral instructions were given to the children assigned to my classroom at the commencement of each of the two school years forming the period of investigation regarding daily journal sessions. The instructions on the first day of the 1987-1988 school year were taped and subsequently transcribed as follows:

All of you have a new school journal on your desk. It looks like this [sample journal held up]. This large black word says...[pause, children respond with 'journal!'] your name is printed below; find your name and point to it [children locate name]. This is your...[pause, children respond with 'journal!']. That's right and every morning when you first arrive at school--when you first come into your new classroom, you may write in it. Please open your journal to the first page and place your pencil in the crack of your book, like this [teacher models procedure; children copy] I have printed today's date at the top of the first page in each of your journals. This date tells us when you wrote your story. Below the date you may write about anything you wish, anything that interests you, anything that pops into your mind. (September 8, 1987)

Using a classroom Big Journal and the classroom puppet (Cal), this author demonstrated how to compose a journal entry. Difficult words were 'sounded out' by Cal or when all else failed the puppet wrote the initial consonant of an unknown word followed by a line so as not to impede writing spontaneity. After several minutes Cal illustrated his journal entry and the children helped Cal read his first journal story. During Cal's demonstration, several journal session guidelines were established:

1. Broken pencils were replaced by pre-sharpened pencils; sharpening pencils during class sessions was not permitted.
2. Hand up for teacher assistance; teacher will indicate help is pending.

3. Clean-up bell signals completion of the 15 minute journal session.

Additional guidelines were established over time:

1. Each day the classroom helper's journal entry (selected by the student-helper) was printed on large chart paper, to be used as a directed language lesson.
2. Selected children were invited to sit upon a writer's stool (approximately five/day) to share their journal entry and answer related questions. Their entries were photocopied and sent home with written comments.
3. This teacher/researcher kept a daily journal along with the children for the first six weeks of each of the two school years. Teacher entries were regularly shared. Student demands regarding story editing, proofreading, illustrations vocabulary selections, title page formatting, publishing and binding combined to discontinue further teacher journal entries.

The instructions regarding daily journal sessions were read from the previous year's transcripts on the first day of the 1988-1989 school year. The classroom puppet (Cal) composed a journal entry and guidelines regarding broken pencils, teacher assistance and clean-up were established. Additional journal guidelines differed from the previous year in several ways:

1. The children expressed an interest in publishing particular journal stories. A publishing 'depot' supplied children with good-copy paper, paper covers, binding tape, stapler, black

and white photographs (for author biographies) string and ribbon.

2. Writer's stool forum and chart paper lessons, outlining children's journal entries were discontinued to provide a publishing forum, where the writing processes associated with publishing (e.g. redrafting of original entry) were demonstrated and explained. Impetus for a publishing forum originated with the children.
3. Monday journal sessions allowed for paper/glue construction to illustrate entries during second and third school terms. The paper/glue sessions were instigated by the children.
4. Children collaborated as necessary during their story revision phrases prior to publishing.

2. Journal Story Prompting

On those rare occasions when children hesitated to write, this author prompted with, "What could your story be about?" or "What did you do last night, on the weekend...?" As a rule, no further prompting was necessary. However, if a child was very reluctant to write, this author would prompt further with, "Could it be about...?" Once the child had begun his entry, no further suggestions were given, though encouraging comments such as, "Good, what happened next?" or "What did you do then?" continued until the completion of the journal session.

Written prompts often accompanied journal entries. The examples below are representational of the written prompts scribed by this author.

What did you do there?

(September 7, 1988)

What is the squirrel's name?

(October 5, 1988)

What are they going to do with shotguns?

(January 29, 1988)

Vocabulary requested by children was scribed adjacent to the entry or inside the rear cover of the journal.

F. THE DEVELOPMENT OF THE INSTRUMENT

The current informal writing analysis tables were designed and constructed from information gathered from two distinct input sources. The first source was the data. The IWA content categories and sub-categories were data-generated, directly corresponding to the nature/scope of the spontaneous daily journal writing content generated by the Grade One and Grade Two subjects. The second source that influenced the design and construction of the informal writing analysis tables was the research literature. A review of the literature offered descriptions of documentary analyses which classified/tabulated writing content beneath thematic headings.

The IWA was revised and refined numerous times over a 18 month period. The development of the IWA instrument is chronicled below:

1. Spring, 1988: Journal entries were categorized as either (a) personal content, (b) informational content or (c) imaginative content, based upon "profiles" of journal content derived from the Manning, Manning and Hughes (1987) study of Grade One journals. The Manning et al. study profiled 20

first graders' school journal entries in the following manner: pictures, scribble or letter strings, labels or descriptions of pictures, lists, copies of texts, retellings of texts, personal content, imaginative content, informational content and other written forms such as puzzles. Personal content was categorized as being about me, family, other people, pets, feelings for people, feelings for things and feelings for toys. Informational content was categorized as statements of general knowledge, curriculum, holidays, seasons, current events, and questions about content (for others). Manning et al. did not provide categories for imaginative content.

The 1987-1988 journal contents of eight Grade One children (including four "special needs" children) were classified/tabulated according to the Manning, Manning and Hughes instrument. This initial content analysis proved inadequate in that no imaginative content categories were provided and that the personal/informational content categories were often too broad in scope (e.g. curriculum) to offer a precise profile of children's journal topics.

2. Fall, 1988: Based upon a preliminary analysis of the 93 journal booklets completed during the first year of the study, the first version of the IWA instrument attempted to map the scope/nature of the content being investigated. Provision for fictional content was included. The IWA categories were expanded to include:

- A. General Account Content: Curriculum, Natural World, Material World, Recreation and Other. No further content subcategories were formulated.
 - B. Diary Content: Self, Family, Friends, Pets, Extracurricular and Other. No further content subcategories were formulated.
 - C. Storybook Content: Fairy Tale, Adventure, Fantasy, Supernatural and Other (Legends, Myths, Fables, Folk Tales). No further content subcategories were formulated.
3. Spring, 1989: Repeated analysis of the 93 Grade One journal booklets from the study's first year and preliminary analysis of 27 journal booklets, (including 18 Grade Two booklets) from the second year of the study, brought about a revised General Account Content category:
- A. Curriculum: Language Arts, Mathematics, Social Studies/ Science, Fine Arts, Physical Education, Other.
 - B. Natural World: World, Animals, Weather, Seasons, Other.
 - C. Material World: Vehicles/Vessels, Home, School, Family Possessions, Personal Belongings, Other.
 - D. Recreation: Holidays, Weekend Activities, Pastimes/Games/ Play, Television/Movies, Other.

Diary and Storybook content categories remained unchanged.

Two comparative content tables were established to contrast Grade One with Grade Two content and to determine sex differences in journal content selections.

The Individual Content Profile, or ICP, and the Group Content Profile, or GCP, were also added to the IWA collection of tables to better alert teachers to content patterns in children's journal writing. The ICP analyses the writing patterns of each child in the study by directing attention toward the three content categories of General Account, Diary and Storybook simultaneously. Its purpose is to provide a summary of the total number of mentions per content category over each of the three school terms (September-December; January-March; April-June). Writing patterns can then be determined, with children of similar content profiles grouped, then analyzed on the GCP. The GCP provides a structured focus by comparing the amount and nature of the journal writing content by contrasting the grouped content profiles.

4. Summer, 1989: Journal entries received their final classification revision:
 - A. General Account Content: Curriculum provision for Charts-Pattern Books and Poetry subcategories under Language Arts. Addition of Mazes, Puzzles Codes and Jokes subcategories. Addition of pictures only (P), unclear (U) which includes letter strings and scribble, construction (C) which includes paper construction and paper 'pop-ups' and glue (G) which includes pencil shaving messages/designs.
 - B. General Account Content (Material World): refining of Vehicles/Vessels subcategories to include Real/Imaginary classification. Home subcategory expanded to include mention

- of Address-Phone Number, House (another's) and Building. School subcategory expanded to include Teacher and Classmates. Addition of Town/City, Community/Country, Food and Shopping.
- C. Diary Content: mention of Name added to Self subcategory. Family differentiated into immediate or extended. Neighbours and Persons were added to the subcategory Friends. The subcategory of Birthdays/Sickness, Injuries, Hospital/Teeth were also added.
- D. Storybook Content: totally revamped from previous versions; excludes poorly defined imaginative story genres. Subcategories are Description, Good vs. Evil, Travel/Discovery, Search/Rescue, Problem, Warfare, Dreams-Fantasy (self), Supernatural, Natural Disaster, Animals (domestic/wild good/bad; real/imaginary), Children (good/bad; real imaginary), Adults (good/bad; real/imaginary), Characters (good/bad; real/imaginary), Royalty, Castles, Fairies/Giants, Goblins/Ogres, Aliens/Monsters, Toys and Other.

All comparative tables, individual and group profiles received subcategory alterations to reflect the above mentioned revisions.

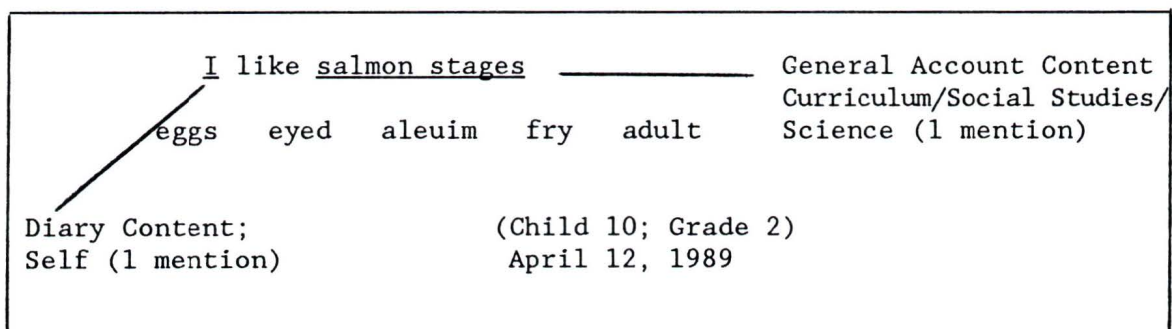
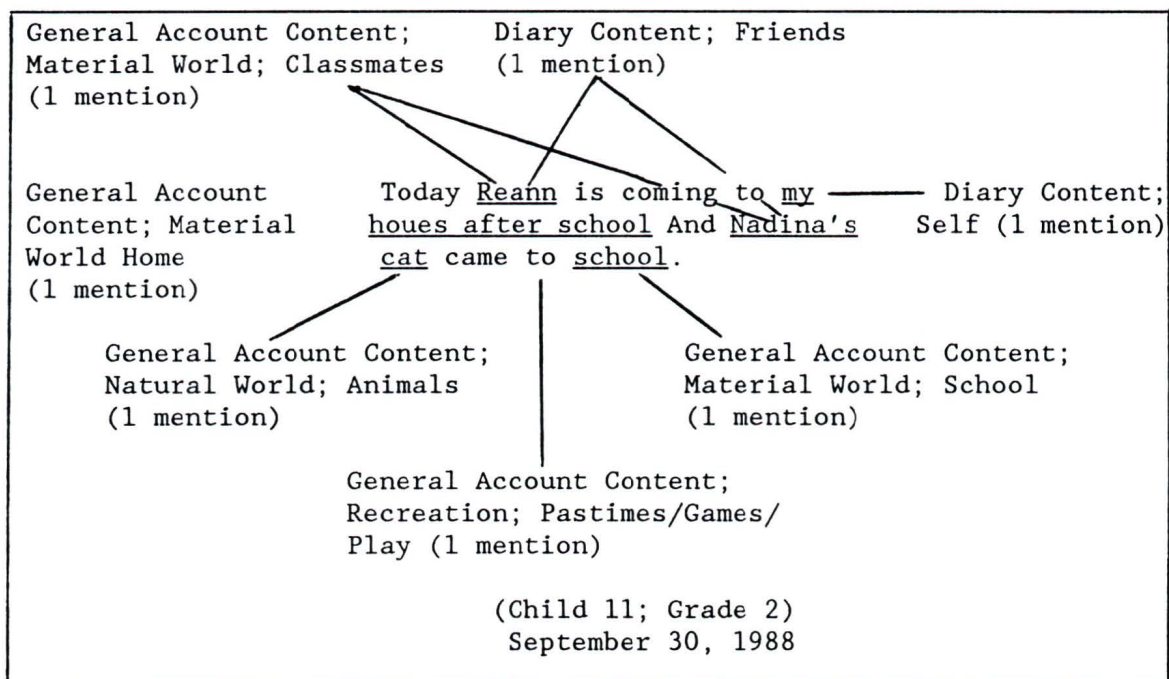
G. CRITERIA FOR THE ANALYSIS OF JOURNAL WRITING

A single journal entry may be classified under multiple content categories and subcategories. Each tally classification is termed a mention. The IWA is a culminative checklist of the total number of mentions tabulated over one, two or three school terms for a single child/group of children.

The following single journal entries illustrate typical content judgements made during the collection of data tabulated under General Account Content, Diary Content and Storybook Content categories and related subcategories (all examples unedited):

Diary Content; Self (1 mention)	I like <u>allgator</u>	General Account Content; Natural World; Animals (1 mention)
(Child 2; Grade 1) April 21, 1989		

Storybook Content; Description (1 mention)	One horrible day a dragon came and took the Unicorn away for miels a miels with stoping finly they saw a den miels behind. the dragon all of a sudden he came to a hult. he turned around and went lower and lower toward the den.	Storybook Content; Travel (1 mention)
Storybook Content; Wild Animals (1 mention); Imaginary Animals (1 mention)		
(Child 1; Grade 2) June 16, 1989		



General Account Content;
Recreation; Holidays (1 mention)

General Account Content; Material World; Personal Belongings (1 mention)

Today is Valentine Day. I got a pound puppye from my Gramma it is a very lit prppery it has rad pass and a wiat sirt with litle hrts on it.


Diary Content; Self (1 mention)

Diary Content; Extended Family (1 mention)

(Child 3; Grade 1)
February 14, 1989

Today is Monday
November 2 (1987)

General Account Content;
Curriculum; Picture (P) (1 mention)



(Child 8, Grade 1)

r
21 e

Today is Thursday Novemb (1987)

B W A G q a w
B z W E g a q
q of the q of the
m i T a B of B G — Unclear
W h he B r q are
Ti ot the he foot

(Child 23; Grade 1)

The IWA data tables provide supplementary tabulation of both transcribed and copied journal entries. Whenever a journal entry has been scribed by another, all mentions corresponding to that entry are notated with the letter ^s. The following journal entries were scribed by this author as each child dictated:

Thursdays January 8 (1988)

Diary Content; — I can't think of anything, though Diary Content;
 Self (1^s mention) I was sick with the chicken pox for Sickness; Injuries;
 a long time. Hospital
 (1^s mention)

(Child 21; Grade 1)

Wednesday February 3 (1988)

Diary Content;
 Extracurricular
 (1^s mention)

Diary Content; — I am going to gymnastics on Saturday.
 Self (1^s mention) It is close by.

General Account Content;
 Recreation; Weekend Activities
 (1^s mention)

(Child 22; Grade 1)

Whenever a journal entry has been copied or rewritten, all mentions corresponding to that entry are notated with the letter ^R. The following journal entries were rewritten from various sources. The first entry was rewritten from a poetry chart:

<p>Today is Friday December 4 (1987)</p>	
<p>Red + Yellow Green + blue Here is something</p>	<p>General Account Content; Curriculum; Charts/Pattern Books (1^R mention)</p>
<p>(Child 26; Grade 1)</p>	

This entry was rewritten from a reading pattern book:

<p>Wedne April 20, 1988</p>	
<p><u>Houses</u></p>	<p>General Account Content; Curriculum Charts/Pattern Books (1^R mention)</p>
<p>In the red house there is a blue house. And in the blue house there is ... a little orange man.</p>	
<p>(Child 10; Grade 1)</p>	

The five separate mentions focus on words denoting persons (Self; Immediate Family), things (Family Possessions; Seasons) and a related action (Extracurricular pursuits). The issues/problems of family finances, options related to the purchase of a piano and the child's possible resolution to the keyboard acquisition have been compromised in the labelling of nounal items, items relatively easy to identify and claim with certainty. Obscure subject matter (sentiments, problems, issues), not readily recognizable under close analysis and open to various interpretations, has been abandoned for the sake of content clarity.

This author's decision to limit the classification and tabulation of surface content to subject matter, renders the IWA a more workable instrument, with a focused intent and a precise application. However, the consequent literalness of the tallying is recognized and acknowledged.

I. Organization of the Data

The tabulation and classification of the school journal writing content of 44 Grade One and Grade Two children have been inventoried on the tables of the IWA. A listing of those tables follows:

Informal Writing Analysis (IWA) of
Grade One School Journal Writing Content

GENERAL ACCOUNT CONTENT	Child		
	1	2	3
<u>CURRICULUM</u>			
Charts/Pattern Books			
Poetry			
Language Arts			
Mathematics			
Social Studies/Science			
Fine Arts			
Physical Education			
Mazes/Puzzles/Codes			
Jokes			
P			
U			
C			
G			
Other			
<u>NATURAL WORLD</u>			
World			
Animals			
Weather			
Seasons			
Other			

Table Definitions

Charts/Pattern Books

Published/teacher-made poems, rhymes or jingles predominantly displayed; also refers to predictable reading pattern books available in the classroom library.

Poetry

Original poems or rhymes composed by individual students.

Mazes, Puzzles Codes

Cloze activities, illustrated mazes, tic-tac-toe games and similar forms of puzzles.

Informal Writing Analysis (IWA) of
Grade One School Journal Writing Content

GENERAL ACCOUNT CONTENT	Child		
	1	2	3
<u>MATERIAL WORLD</u>			
Vehicles/Vessels			
Imaginary			
Real			
Home/Address/Phone #			
House/Building			
School/Teacher			
Classmates			
Family Possession			
Personal Belongings			
Town/City			
Community/Country			
Food			
Shopping			
Other			
<u>RECREATION</u>			
Holidays			
Vacations			
Weekend Activities			
Pastimes/Games/Play			
Television			
Movies			
Other			

Informal Writing Analysis (IWA) of
Grade Two School Journal Writing Content

GENERAL ACCOUNT CONTENT	Child		
	1	2	3
<u>CURRICULUM</u>			
Charts/Pattern Books			
Poetry			
Language Arts			
Mathematics			
Social Studies/Science			
Fine Arts			
Physical Education			
Mazes/Puzzles/Codes			
Jokes			
P			
U			
C			
G			
Other			
<u>NATURAL WORLD</u>			
World			
Animals			
Weather			
Seasons			
Other			

Table Definitions

Curriculum

This General Account Content category includes prescribed and authorized curriculum, as well as materials and strategies that support that curricula.

Natural World

This General Account Content category includes the entire physical universe.

Informal Writing Analysis (IWA) of
Grade One School Journal Writing Content

GENERAL ACCOUNT CONTENT	Child		
	1	2	3
<u>MATERIAL WORLD</u>			
Vehicles/Vessels			
Imaginary			
Real			
Home/Address/Phone #			
House/Building			
School/Teacher			
Classmates			
Family Possession			
Personal Belongings			
Town/City			
Community/Country			
Food			
Shopping			
Other			
<u>RECREATION</u>			
Holidays			
Vacations			
Weekend Activities			
Pastimes/Games/Play			
Television			
Movies			
Other			

Material World

This General Account Content category includes manmade material (teacher/classmates subcategories).

Recreation

This General Account Content category includes all recreational pursuits excluding extracurricular.

Informal Writing Analysis (IWA) of
Grade One School Journal Writing Content

DIARY CONTENT	Child		
	1	2	3
Self (Content relates to author).			
Name			
Family (Content relates to immediate and extended family members.)			
Immediate			
Extended			
Friends (Content relates to friends, past and present).			
Neighbours			
Persons			
Pets (Content relates to family pets, past and present.)			
Extracurricular (Content relates to organized activities such as dance, art classes, Brownies, gymnastics).			
Birthdays			
Sickness, Injuries, Hospital			
Teeth			
Other			

Table Definitions

Name

Journal content contains the journalist's name, one (or more) times.

Persons

Those people other than friends, family neighbours classmates or teachers. Relation to journalist unclear.

Informal Writing Analysis (IWA) of
Grade Two School Journal Writing Content

DIARY CONTENT	Child		
	1	2	3
Self (Content relates to author).			
Name			
Family (Content relates to immediate and extended family members.)			
Immediate			
Extended			
Friends (Content relates to friends, past and present).			
Neighbours			
Persons			
Pets (Content relates to family pets, past and present.)			
Extracurricular (Content relates to organized activities such as dance, art classes, Brownies, gymnastics).			
Birthdays			
Sickness, Injuries, Hospital			
Teeth			
Other			

Table Definitions

Name

Journal content contains the journalist's name, one (or more) times.

Persons

Those people other than friends, family neighbours classmates or teachers.

Relation to journalist unclear.

Informal Writing Analysis (IWA) of
Grade One School Journal Writing Content

STORYBOOK CONTENT	Child		
	1	2	3
Description			
Problem			
Good vs Evil			
Travel/Discovery			
Search/Rescue			
Warfare			
Dreams, Fantasy (self)			
Supernatural			
Natural Disaster			
Other			

Table Definitions

Description

A unit of description, a statement or longer, contained within a fictionalized writing account.

Problem

A situation within a fictionalized writing account that requires a solution.

Supernatural

Fictionalized writing accounts containing supernatural characters/components (witch, bats, skeletons, etc.).

Information Writing Analysis (IWA) of
Grade One School Journal Writing Content

STORYBOOK CONTENT	Child		
	1	2	3
Animals			
D/W			
G/B			
R/I			
Children			
G/B			
R/I			
Adults			
G/B			
R/I			
Characters			
G/B			
R/I			
Royalty			
Castles			
Fairies/Giants			
Goblins/Ogres			
Aliens/Monsters			
Toys			
Other			

Table Definitions

D: abbreviation for Domestic

W: abbreviation for Wild

G: abbreviation for Good

B: abbreviation for Bad

R: abbreviation for Real

I: abbreviation for
Imaginary

Informal Writing Analysis (IWA) of
Grade Two School Journal Writing Content

STORYBOOK CONTENT	Child		
	1	2	3
Description			
Problem			
Good vs Evil			
Travel/Discovery			
Search/Rescue			
Warfare			
Dreams, Fantasy (self)			
Supernatural			
Natural Disaster			
Other			

Table Definitions

Description

A unit of description, a statement or longer, contained within a fictionalized writing account.

Problem

A situation within a fictionalized writing account that requires a solution.

Supernatural

Fictionalized writing accounts containing supernatural characters/components (witch, bats, skeletons, etc.).

Information Writing Analysis (IWA) of
Grade Two School Journal Writing Content

STORYBOOK CONTENT	Child		
	1	2	3
Animals			
D/W			
G/B			
R/I			
Children			
G/B			
R/I			
Adults			
G/B			
R/I			
Characters			
G/B			
R/I			
Royalty			
Castles			
Fairies/Giants			
Goblins/Ogres			
Aliens/Monsters			
Toys			
Other			

Table Definitions

D: abbreviation for Domestic

W: abbreviation for Wild

G: abbreviation for Good

B: abbreviation for Bad

R: abbreviation for Real

I: abbreviation for
Imaginary

Informal Writing Analysis (IWA) of Grade One
and Grade Two School Journal Writing Content

JOURNAL WRITING	GRADE ONE	GRADE TWO
CONTENT CATEGORIES		
General Account Content		
Curriculum		
Natural World		
Material World		
Recreation		
Other		
Total number of mentions		
Pictures/Unclear/Con./Glue		
DIARY CONTENT	GRADE ONE	GRADE TWO
Self		
Family		
Friends		
Pets		
Extracurricular		
Birthdays/Sick/Teeth		
Other		
Total number of mentions		
STORYBOOK CONTENT	GRADE ONE	GRADE TWO
Description		
Problem		
Travel/Discovery		
Search/Rescue		
Other		
Animals		
Children		
Adults		
Characters		
Other		
Total number of mentions		
	GRADE ONE	GRADE TWO
Total number of Journal Writing mentions		
Total number of PUCG's		

Informal Writing Analysis (IWA) of Grade One
and Grade Two School Journal Writing
Content: Sex Differences

JOURNAL WRITING CONTENT CATEGORIES	GRADE ONE		GRADE TWO	
	GIRLS	BOYS	GIRLS	BOYS
General Account Content				
Curriculum				
Natural World				
Material World				
Recreation				
Other				
Total number of mentions				
Pictures/Unclear/Con./Glue				
	GRADE ONE		GRADE TWO	
	GIRLS	BOYS	GIRLS	BOYS
DIARY CONTENT				
Self				
Family				
Friends				
Pets				
Extracurricular				
Birthdays/Sick/Teeth				
Other				
Total number of mentions				
	GRADE ONE		GRADE TWO	
	GIRLS	BOYS	GIRLS	BOYS
STORYBOOK CONTENT				
Description				
Problem				
Travel/Discovery				
Search/Rescue				
Other				
Animals				
Children				
Adults				
Characters				
Other				
Total number of mentions				
	GRADE ONE		GRADE TWO	
	GIRLS	BOYS	GIRLS	BOYS
Total number of Journal Writing mentions				
Total number of PUCG's				

Individual Content Profiles (ICP)

JOURNAL WRITING	TERM 1	TERM 2	TERM 3
CONTENT CATEGORIES	Sept.-Dec.	Jan.-Mar.	Apr.-June
General Account Content			
Curriculum			
Natural World			
Material World			
Recreation			
Other			
Total number of mentions			
Pictures/Unclear/Con./Glue			
DIARY CONTENT			
Self			
Family			
Friends			
Pets			
Extracurricular			
Birthdays/Sick/Teeth			
Other			
Total number of mentions			
STORYBOOK CONTENT			
Description			
Problem			
Travel/Discovery			
Search/Rescue			
Animals			
Children			
Adults			
Characters			
Other			
Total number of mentions			
Total number of Journal Writing mentions			
Total number of PUCG's			

Group Content Profiles (GCP)

JOURNAL WRITING	GROUP:	GROUP:
CONTENT CATEGORIES		
General Account Content		
Curriculum		
Natural World		
Material World		
Recreation		
Other		
Total number of mentions		
Pictures/Unclear/Con./Glue		
	GROUP:	GROUP:
DIARY CONTENT		
Self		
Family		
Friends		
Pets		
Extracurricular		
Birthdays/Sick/Teeth		
Other		
Total number of mentions		
	GROUP:	GROUP:
STORYBOOK CONTENT		
Description		
Problem		
Travel/Discovery		
Search/Rescue		
Other		
Animals		
Children		
Adults		
Characters		
Other		
Total number of mentions		
	GROUP:	GROUP:
Total number of Journal Writing mentions.		
Total number of PUCG's		

J. SUMMARY

This study's methodology, as presented in Chapter III, outlined how journal writing was generated in an educational setting, then how that journal writing content was classified and tabulated utilizing an informal writing analysis. The result was a rich and comprehensive collection of data. The data will be examined in Chapter IV, with each hypothesis/research question treated separately in the sequence tendered in Chapter I.

CHAPTER IV - DATA ANALYSIS AND RESULTS

A. INTRODUCTION

A number of research questions directed the design, construction and use of an informal writing analysis to classify and tabulate school journal entries into content categories. These research questions also served to clarify four key hypotheses or major inquiries which outlined the purpose of the study. The results of the inquiry into the school journal content of Grade One and Grade Two children are summarized below, under each of the four key hypotheses.

B. IS THE IWA, DEVELOPED DURING THIS STUDY, A WORKABLE TOOL FOR CLASSROOM TEACHERS TO SYSTEMATICALLY ANALYZE YOUNG CHILDREN'S SCHOOL JOURNAL ENTRIES?

The analysis of children's spontaneous journal writing content by the IWA instrument, provided this author with data rich in research value. Gathered from classroom contexts and integrated with the prescribed primary curriculum for two consecutive school years, the content data represents all the topics all the children selected to write about in their journals. The IWA instrument was progressively refined so as to include content categories/subcategories for every content eventuality. The IWA did serve to inventory the variety and range of young children's spontaneous writing, but it did not do so in a practical manner, that is, in a manner workable for classroom teachers.

The IWA is a research instrument. Designed to process substantial quantities of content data, the IWA effectively plots the content comparisons, subject matter trends, topic differences and thematic patterns inherent to young children's writing, over extended time periods.

This instrument helps the classroom researcher organize multiple layers of writing content data for interpretation. Correspondingly, the IWA offers the classroom teacher a cumbersome mechanism through which to address the simple question: "What do young children choose to write about in their school journals?"

It is impractical for classroom teachers to gather current writing content information when the instrument employed is so unwieldy for their evaluative purposes. The classroom teacher requires more immediate writing content feedback in order to develop/implement curriculum that considers both the children's current content needs and topical interests.

The classroom teacher needs a sampling process that is immediate and which respects the content particularities of each young individual. The research-based IWA is not immediately personal. Suited to the content analyses of numerous school journals long after the writing act, the instrument disavows the notion of mutuality referred to in Chapter II's summary. Recommendations for a simplified, classroom-applicable IWA instrument are forthcoming in Chapter V.

The bond of mutuality between student and teacher can be cemented by communication, dialogically engaging two active co-learners, by way of the catalyst of spontaneous daily school journal writing. A classroom-based IWA instrument, simplified and personalized, would appear to be a more workable tool for classroom teachers to systematically analyze young children's school journal entries. It is this author's belief that content conversations can better reveal what the children choose to write about. Such informal content conversations can provide a fuller understanding of the statistics presented on the IWA tables, with both

student and teacher actively exchanging content information, learning with and from each other (Shor & Freire, 1987). A classroom's curriculum, developed and implemented as a consequence of a mutually supportive IWA/informal content conversations, could then truly be "learner-driven", in every sense of the term.

C. WILL THE IWA HIGHLIGHT THE JOURNAL CONTENT DIFFERENCES BETWEEN INDIVIDUALS AND BETWEEN GROUPS OF INDIVIDUALS?

Some categorization of this hypothesis into multiple research questions seems necessary in order to particularize the journal content differences between individuals and groups of individuals. Compositional trends and content differences related to sex, age, grade and reading ability are reported below under the corresponding research question. Where practical, unedited journal entries have been included with the data, to provide first-hand corroboration and immediate reference.

(1) Will individuals compose a majority (+50.01%) of their journal entries related to a single content category over one/more school terms?

(a) Majority of Entries Related to Content Categories

Thirty-six of the 44 children sampled composed +50.01% of their journal entries related to a single content category over one/more school term(s). Table 4 shows that 22 of 26 Grade One children (1987-1988) composed a majority of their journal entries related to a single content category over one/more school term(s). Table 5 shows all seven Grade One children (1988-1989) composed a majority of their journal entries related to a single content category over one/more school term(s). Child 7

composed a majority of journal entries favouring Storybook Content for three school terms.

The absence of % figures (blanks) on Tables 4, 5 and 6 equates to <50.00% of a subject's journal entries related to a single content category for the corresponding school term. Children, not listed on the table, did not compose a majority of journal entries favouring any content category during any school term(s).

TABLE 4

Grade One Children who Compose +50.01% of Their Journal Entries Related to a Single Content Category: 1987-1988

CHILD	TERM 1	TERM 2	TERM 3
	Sept. -Dec.	Jan. -Mar.	Apr. -June
1	50.69% S.B.		
3	59.52% S.B.		
5	57.50% G.A.		
6	80.65% G.A.	61.36 S.B.	
7	57.01% G.A.		
8	80.65% G.A.		53.06% G.A.
9	51.65% G.A.	55.93% G.A.	66.67% G.A.
10	66.67% G.A.		
11	100.00% G.A.		64.71% D.
12	61.29% G.A.		
13	71.50% G.A.		55.17% G.A.
14			70.45% S.B.
16		52.46% S.B.	
17	51.28% G.A.		
18		70.51% S.B.	
19	55.81% G.A.	50.65% D.	55.88% D.
21	82.93% G.A.	52.78% G.A.	
22	51.61% G.A.		70.00% S.B.
23	81.25% G.A.		82.86% S.B.
24	60.00% G.A.		
25	53.95% S.B.		51.95% G.A.
26	59.14% G.A.	64.21% G.A.	

TABLE 5

Grade One Children who Compose +50.01% of Their Journal Entries Related to a Single Content Category: 1988-1989

CHILD	TERM 1	TERM 2	TERM 3
	Sept. -Dec.	Jan. -Mar.	Apr. -June
1	68.15% S.B.		100.00% S.B.
2	54.24% D.		58.06% G.A.
3			51.92% D.
4		57.89% G.A.	52.63% G.A.
5	52.38% G.A.		52.94% D.
6			55.26% S.B.
7	99.17% S.B.	96.77% S.B.	100.00% S.B.

TABLE 6

Grade Two Children who Compose +50.01% of Their Journal Entries Related to a Single Content Category: 1988-1989

CHILD	TERM 1	TERM 2	TERM 3
	Sept. -Dec.	Jan. -Mar.	Apr. -June
2		54.17% G.A.	
3		61.11% G.A.	
4		54.26% G.A.	
6	61.54% S.B.	100.00% S.B.	97.92% S.B.
8			53.70% S.B.
9		68.58% G.A.	62.00% G.A.
11	53.78% D.		

Table 6 shows seven of the 11 Grade Two children (1988-1989) favoured one/more content categories. Child 6 related strongly to Storybook Content for all three school terms.

If a single numerical tally is assigned each time a child achieves a majority of journal entries during one school term, the aggregate tallies will prioritize the three IWA content categories related to by those entries, in order of preference. Analysis of the 1987-1988 Grade One figures revealed that General Account Content was the most favoured category (23), followed by Storybook Content (9) and then Diary Content (3). The seven Grade One children (1988-1989) favoured Storybook Content (6), followed by General Account Content (4) and then Diary Content (3). The seven Grade Two children (1988-1989) related to the content categories in the following order of priority: General Account Content (5), Storybook Content (4) and Diary Content (1).

The 29 Grade One children (1987-1989) favoured the three content categories in the following order of priority: General Account Content (27), Storybook Content (15) and Diary Content (6). Analysis of the 1987-1989 Grade One/Grade Two figures revealed that General Account Content was the most favoured category (32), followed by Storybook Content (19) and Diary Content (7).

(b) Summary

Thirty-six of the 44 children sampled over the two year period of the study composed a majority (+50.01%) of their journal entries related to a single content category over one/more school term(s). These 36

children strongly favoured the General Account Content category of the IWA.

(2) Are there differences in the content produced by boys as compared to girls? If so, what is the nature of these differences?

(a) Factual/Fictional Journal Writing Content

Any variations in the journal writing content attributable to sex differences can first be disclosed when contrasting factual journal writing content with fictional journal writing content. Factual/fictional content variations attributable to sex differences are outlined in Table 7.

TABLE 7

Factual/Fictional Variations Related to
Sex Differences: 1987-1989

Subjects	Study Year(s)	Factual Journal Account	Fictional Journal Story
21 Girls	1987-1989	72.59%	27.41%
23 Boys	1987-1989	67.92%	32.08%
	$\chi^2(1, N = 44) = 23.627, p < .001$		
9 Girls	1987-1988	70.61%	29.39%
17 Boys	1987-1988	71.97%	28.03%
	$\chi^2(1, N = 26) = 1.018, p < .50$		
12 Girls	1988-1989	73.73%	26.27%
6 Boys	1988-1989	55.25%	44.75%
	$\chi^2(1, N = 18) = 25.063, p < .001$		

(b) Summary

Factual/fictional variations attributable to sex differences over the two year period of the study are substantial, with a 4.67% differential in the proportion of journal content classification. The 1987-1988 sampling indicates no statistically significant differences in the factual/fictional content proportions. The 1988-1989 sampling denotes an immense gap of 18.48% between the content proportions of the six boys sampled that year. The division of factual/fictional content for the six boys (1988-1989) fails to parallel the content trends established by the other acquired samples. An inspection of the ICP for Child 7: Grade One (97.40% fictional content) and for Child 6: Grade Two (80.51% fictional content) explains the 18.48% content gap.

(c) Journal Writing Content Categories

Variations in the journal writing content attributable to sex differences were examined by affiliating the percentages of the total amount of journal writing with the three content categories of the IWA. Content category variations related to sex differences are outlined in Table 8.

TABLE 8

Content Category Variations Related to
Sex Differences: 1987-1989

Subjects	Study Year(s)	General Account Content	Diary Content	Storybook Content
21 Girls	1987-1989	38.67%	33.92%	27.41%
23 Boys	1987-1989	40.76%	27.16%	32.08%
$\chi^2(2, N = 44) = 52.66, p < .001$				
9 Girls	1987-1988	39.56%	31.05%	29.39%
17 Boys	1987-1988	44.52%	27.45%	28.03%
$\chi^2(2, N = 26) = 12.64, p < .01$				
12 Girls	1988-1989	38.16%	35.57%	26.27%
6 Boys	1988-1989	28.97%	26.28%	33.75%
$\chi^2(2, N = 18) = 123.59, p < .001$				

(d) Summary

Content category variations attributable to sex differences, over the two year period of the study, are significant in the Diary Content differential of 6.76% and the Storybook Content differential of 4.67%, though less significant in the General Account Content differential of 2.09%. The 21 girls composed more journal accounts related to Self, Family and Friends, and fewer fictional journal accounts than the 23 boys. The 23 boys generated slightly more General Account Content than the 21 girls.

The 1987-1988 sampling reveals a difference of 4.96% in General Account Content in favour of the 17 boys, with a 3.60% difference in Diary Content and a 1.36% difference in Storybook Content favouring the 9 girls.

The 1988-1989 sampling provides the most significant differences in the content proportions related to the General Account Content (9.19%) and Diary Content (9.29%) categories in favour of the 12 girls. The six boys composed 44.75% of their total journal entries for the school year related to fictional content. As noted earlier, two boys generated 97.40% (Child 7: Grade One) and 80.51% (Child 6: Grade Two) during 1988-1989. The inspection of the ICP for each of the four remaining Grade One boys reveals similar startling fictional content variations for the 1988-1989 school year: Child 2 (1.04%), Child 4 (30.30%), Child 5 (7.02%) and Child 6 (43.00%). Interestingly, these four boys generated 42.40% General Account Content, 38.40% Diary Content and 19.20% Storybook Content for the 1988-1989 school year, proportionately more in line with the content trends established by the 12 girls that same year.

(e) Proportion of Mentions by Content Category

Variations in the journal writing content attributable to sex differences can be demonstrated by comparing the numerical interrelatedness of scribed (^S) and rewritten (^R) journal entry tabulations with those tabulations documented as being both created and composed by children. The proportion of one classification of mention to the aggregate number of mentions, expressed as a percentage, follows each mention count.

The 21 girls sampled in the study (1987-1989) generated a mention count of 176^S 316^R 4266 (3.70%^S 6.64%^R 89.66%) totalling 4758 mentions.

The distribution of mentions by content category are 67^S 251^R 1522 (3.64%^S 13.64%^R 82.72%) for General Account Content; 76^S 27^R 1511 (4.71%^S 1.67%^R 93.62%) for Diary Content; 33^S 38^R 1233 (2.53%^S 2.91%^R 94.56%) for Storybook Content. The 23 boys sampled in the study (1987-1989) generated a mention count of 519^S 1257^R 2520 (12.08%^S 29.26%^R 58.66%) totalling 4296 mentions. The distribution of mentions by content category are 187^S 757^R 807 (10.68%^S 43.23%^R 46.09%) for General Account Content; 119^S 307^R 741 (10.20%^S 26.31%^R 63.49%) for Diary Content; 213^S 193^R 972 (15.46%^S 14.01%^R 70.53%) for Storybook Content. Table 9 further differentiates the distribution of mentions by content subcategories.

The 9 girls sampled in the first year of the sample (1987-1988) generated a mention count of 175^S 248^R 1316 (10.06%^S 14.26%^R 75.68%) totalling 1739 mentions. The distribution of mentions by content category are 66^S 193^R 429 (9.59%^S 28.05%^R 62.36%) for General Account Content; 76^S 27^R 437 (14.07%^S 5.00%^R 80.93%) for Diary Content; 33^S 28^R 450 (6.46%^S 5.48%^R 88.06%) for Storybook Content. The 17 boys sampled in the first year of the sample (1987-1988) generated a mention count of 230^S 887^R 2140 (7.06%^S 27.23%^R 65.71%) totalling 3257 mentions. The distribution of mentions by content category are 110^S 625^R 715 (7.59%^S 43.10%^R 49.31%) for General Account Content; 61^S 167^R 666 (6.82%^S 18.68%^R 74.50%) for Diary Content; 59^S 95^R 759 (6.46%^S 10.41%^R 83.13%) for Storybook Content. Table 10 further differentiates the distribution of mentions by content subcategories.

The 12 girls sampled in the second year of the study (1988-1989) generated a mention count of 1^S 68^R 2950 (0.03%^S 2.25%^R 97.72%) totalling 3019 mentions. The distribution of mentions by content category are 1^S 58^R

TABLE 9

Informal Writing Analysis (IWA) of the 21 Girls'
and the 23 Boys' School Journal Writing Content 1987-1989

JOURNAL WRITING	21 GIRLS	23 BOYS
CONTENT CATEGORIES		
General Account Content	38.67%	40.76%
Curriculum	6 ^S 202 ^R 302	13 ^S 434 ^R 112
Natural World	14 ^S 7 ^R 179	47 ^S 64 ^R 108
Material World	30 ^S 37 ^R 655	79 ^S 176 ^R 377
Recreation	17 ^S 5 ^R 377	48 ^S 78 ^R 209
Other	9	5 ^R 1
Total number of mentions	67 ^S 251 ^R 1522	187 ^S 757 ^R 807
Pictures/Unclear/Con./Glue	448/326/27/28	901/353/11/18
Diary Content	33.92%	27.16%
Self	37 ^S 12 ^R 713	73 ^S 202 ^R 431
Family	15 ^S 6 ^R 290	23 ^S 44 ^R 127
Friends	10 ^S 6 ^R 163	12 ^S 34 ^R 84
Pets	1 ^S 82	3 ^S 2 ^R 14
Extracurricular	2 ^S 1 ^R 126	1 ^S 9 ^R 32
Birthdays/Sick/Teeth	10 ^S 2 ^R 136	7 ^S 16 ^R 51
Other	1 ^S 1	2
Total number of mentions	76 ^S 27 ^R 1511	119 ^S 307 ^R 741
Storybook Content	27.41%	32.08%
Description	18 ^S 22 ^R 371	84 ^S 73 ^R 328
Problem	1 ^S 4 ^R 192	15 ^S 20 ^R 115
Travel/Discovery	54	9 ^S 5 ^R 40
Search/Rescue	18	1 ^S 12
Other	3 ^S 2 ^R 28	28 ^S 16 ^R 75
Animals	5 ^S 2 ^R 240	15 ^S 26 ^R 121
Children	3 ^S 4 ^R 116	3 ^S 14 ^R 61
Adults	1 ^S 75	11 ^S 3 ^R 57
Characters	2 ^S 1 ^R 86	39 ^S 21 ^R 121
Other	3 ^R 53	8 ^S 15 ^R 42
Total number of mentions	33 ^S 38 ^R 1233	213 ^S 193 ^R 972
Total number of Journal Writing mentions	176 ^S 316 ^R 4266	519 ^S 1257 ^R 2520
Total number of PUCG's	829	1283

$$x^2 (2, N = 44) = 52.66, p < .001$$

TABLE 10

Informal Writing Analysis (IWA) of the 26 Grade One
Children (9 girls, 17 boys) for 1987-1988
and the 11 Grade Two Children (10 girls, 1 boy) for 1988-1989.

JOURNAL WRITING CONTENT CATEGORIES	GRADE ONE 1987-1988		GRADE TWO 1988-1989	
	9 GIRLS	17 BOYS	10 GIRLS	1 BOY
General Account Content	39.56%	44.52%	40.73%	9.36%
Curriculum	5 ^S 156 ^R 71	8 ^S 406 ^R 102	1 ^S 33 ^R 210	1
Natural World	14 ^S 7 ^R 69	34 ^S 30 ^R 85	96	1
Material World	30 ^S 25 ^R 201	40 ^S 124 ^R 342	407	6
Recreation	17 ^S 5 ^R 85	28 ^S 60 ^R 186	266	14
Other	3	5 ^R	4	
Total number of mentions	66 ^S 193 ^R 429	110 ^S 625 ^R 715	1 ^S 33 ^R 983	22
Pictures/Unclear/Con./Glue	295/314	643/325	142/7/24/19	0
Diary Content	31.05%	27.45%	37.16%	9.79%
Self	37 ^S 12 ^R 217	37 ^S 84 ^R 381	427	11
Family	15 ^S 6 ^R 95	7 ^S 37 ^R 121	166	4
Friends	10 ^S 6 ^R 42	9 ^S 26 ^R 73	107	6
Pets	1 ^S 23	1 ^S 2 ^R 12	59	
Extracurricular	2 ^S 1 ^R 25	1 ^S 7 ^R 29	92	2
Birthdays/Sick/Teeth	10 ^S 2 ^R 35	6 ^S 11 ^R 48	77	
Other	1 ^S	2		
Total number of mentions	76 ^S 27 ^R 437	61 ^S 167 ^R 666	928	23
Storybook Content	29.39%	28.03%	22.11%	80.85%
Description	18 ^S 16 ^R 147	27 ^S 39 ^R 274	6 ^R 156	44
Problem	1 ^S 48	3 ^S 8 ^R 79 ^R	4 ^R 89	36
Travel/Discovery	8	31	38	9
Search/Rescue	4	4	8	8
Other	3 ^S 2 ^R 11	5 ^S 9 ^R 52	12	22
Animals	5 ^S 2 ^R 98	4 ^S 4 ^R 100	104	14
Children	3 ^S 4 ^R 52	2 ^S 4 ^R 40 ^R	50	21
Adults	1 ^S 25	44	36	11
Characters	2 ^S 1 ^R 50	15 ^S 18 ^R 101	24	18
Other	3 ^R 7	3 ^S 13 ^R 34	25	7
Total number of mentions	33 ^S 28 ^R 450	59 ^S 95 ^R 759	10 ^R 542	190
Total number of Journal Writing mentions	175 ^S 248 ^R 1316	230 ^S 887 ^R 2140	1 ^S 43 ^R 2453	235
Total number of PUCG's	609	968	192	0

 $\chi^2 (2, N=26)=12.64, p<.01$
 $\chi^2 (2, N=11)=374.79, p<.001$

1093 (0.09%^S 5.03%^R 94.88%) for General Account Content; 1074 (100.00%) for Diary Content; 10^R 783 (1.26%^R 98.74%) for Storybook Content. The 6 boys sampled in the second year of the study generated a mention count of 289^S 370^R 380 (27.82%^S 35.61%^R 36.57%) totalling 1039 mentions. The distribution of mentions by content category are 77^S 132^R 92 (25.58%^S 43.85%^R 30.57%) for General Account Content; 58^S 140^R 75 (21.25%^S 51.28%^R 27.47%) for Diary Content; 154^S 98^R 23 (56.00%^S 35.64%^R 8.36%) for Storybook Content. Table 12 differentiates the distribution of mentions by content sub-categories and by grade level.

(f) Summary

An inspection of Tables 10, 11 and 12 reveal significant differences related to mention count proportions attributable to sex differences. The 21 girls sampled in the study (1987-1989) had only 3.70% of their total journal mentions scribed by the teacher, with 6.64% of their journal entries rewritten or copied. In clear contrast, the 23 boys sampled in the study (1987-1989) had 12.08% of their total journal mentions scribed by the teacher, with 29.26% of their journal entries rewritten or copied.

Interestingly, the 11 Grade One girls generated 99.43% (175 of 176) of the total scribed mentions and 86.40% (273 of 316) of the total rewritten mentions attributed to the 21 girls over the two year period of the study. The 22 Grade One boys generated 100% (519) of the scribed mentions and 100% (1257) of the rewritten mentions attributed to the 23 boys over the two year period of the study. These figures are more fully interpreted in upcoming sections.

TABLE 11

Informal Writing Analysis (IWA) of the 33 Grade One Children (11 girls, 22 boys) for 1987-1989 and the 11 Grade Two Children (10 girls, 1 boy) for 1988-1989.

JOURNAL WRITING CONTENT CATEGORIES	GRADE ONE 1987-1989		GRADE TWO 1988-1989	
	11 GIRLS	22 BOYS	10 GIRLS	1 BOY
General Account Content	36.40%	42.58%	40.73%	9.36%
Curriculum	5 ^S 169 ^R 92	13 ^S 434 ^R 111	1 ^S 33 ^R 210	1
Natural World	14 ^S 7 ^R 83	47 ^S 64 ^R 107	96	1
Material World	30 ^S 37 ^R 248	79 ^S 176 ^R 371	407	6
Recreation	17 ^S 5 ^R 111	48 ^S 78 ^R 195	266	14
Other	5	5 ^R 1	4	
Total number of mentions	66 ^S 218 ^R 539	187 ^S 757 ^R 785	1 ^S 33 ^R 983	22
Pictures/Unclear/Con./Glue	306/319/3/9	901/353/11/18	142/7/24/19	0
Diary Content	30.34%	28.17%	37.16%	9.79%
Self	37 ^S 12 ^R 286	73 ^S 202 ^R 420	427	11
Family	15 ^S 6 ^R 124	23 ^S 44 ^R 123	166	4
Friends	10 ^S 6 ^R 56	12 ^S 34 ^R 78	107	6
Pets	1 ^S 23	3 ^S 2 ^R 14	59	
Extracurricular	2 ^S 1 ^R 34	1 ^S 9 ^R 30	92	2
Birthdays/Sick/Teeth	10 ^S 2 ^R 59	7 ^S 16 ^R 51	77	
Other	1 ^S 1	2		
Total number of mentions	76 ^S 27 ^R 583	119 ^S 307 ^R 718	928	23
Storybook Content	33.26%	29.25%	22.11%	80.85%
Description	18 ^S 16 ^R 215	84 ^S 73 ^R 284	6 ^R 156	44
Problem	1 ^S 103	15 ^S 20 ^R 79	4 ^R 89	36
Travel/Discovery	16	9 ^S 5 ^R 31	38	9
Search/Rescue	10	1 ^S 4	8	8
Other	3 ^S 2 ^R 16	28 ^S 16 ^R 53	12	22
Animals	5 ^S 2 ^R 136	15 ^S 26 ^R 107	104	14
Children	3 ^S 4 ^R 66	3 ^S 14 ^R 40	50	21
Adults	1 ^S 39	11 ^S 3 ^R 46	36	11
Characters	2 ^S 1 ^R 62	39 ^S 21 ^R 103	24	18
Other	3 ^R 28	8 ^S 15 ^R 35	25	7
Total number of mentions	33 ^S 28 ^R 691	213 ^S 193 ^R 782	10 ^R 542	190
Total number of Journal Writing mentions	175 ^S 273 ^R 1813	519 ^S 1257 ^R 2285	1 ^S 43 ^R 2453	235
Total number of PUCG's	637	1284	192	0

 $\chi^2 (2, N=33)=23.68, p<.001$
 $\chi^2 (2, N=11)=374.79, p<.001$

TABLE 12

Informal Writing Analysis (IWA) of the 7 Grade One Children (2 girls, 5 boys) for 1988-1989 and the 11 Grade Two Children (10 girls, 1 boy) for 1988-1989.

JOURNAL WRITING CONTENT CATEGORIES	GRADE ONE 1988-1989		GRADE TWO 1988-1989	
	2 GIRLS	5 BOYS	10 GIRLS	1 BOY
General Account Content	25.86%	34.70%	40.73%	9.36%
Curriculum	13 ^R 21	5 ^S 28 ^R 9	1 ^S 33 ^R 210	1
Natural World	14	13 ^S 34 ^R 22	96	1
Material World	12 ^R 47	39 ^S 52 ^R 29	407	6
Recreation	26	20 ^S 18 ^R 9	266	14
Other	2	1	4	
Total number of mentions	25 ^S 110	77 ^S 132 ^R 70	1 ^S 33 ^R 983	22
Pictures/Unclear/Con./Glue	11/5/3/9	258/28/11/19	142/7/24/19	0
Diary Content	27.97%	31.09%	37.16%	9.79%
Self	69	36 ^S 118 ^R 39	427	11
Family	29	16 ^S 7 ^R 2	166	4
Friends	14	3 ^S 8 ^R 5	107	6
Pets	0	2 ^S 2	59	
Extracurricular	9	2 ^R 1	92	2
Birthdays/Sick/Teeth	24	1 ^S 5 ^R 3	77	
Other	1			
Total number of mentions	146	58 ^S 140 ^R 52	928	23
Storybook Content	46.17%	34.20%	22.11%	80.85%
Description	68	57 ^S 34 ^R 10	6 ^R 156	44
Problem	55	12 ^S 12 ^R	4 ^R 89	36
Travel/Discovery	8	9 ^S 5 ^R	38	9
Search/Rescue	6	1 ^S	8	8
Other	5	23 ^S 7 ^R 1	12	22
Animals	38	11 ^S 22 ^R 7	104	14
Children	14	1 ^S 10 ^R	50	21
Adults	14	11 ^S 3 ^R 2	36	11
Characters	12	24 ^S 3 ^R 2	24	18
Other	21	5 ^S 2 ^R 1	25	7
Total number of mentions	241	154 ^S 98 ^R 23	10 ^R 542	190
Total number of Journal Writing mentions	25 ^S 497 ^R	289 ^S 370 ^R 145	1 ^S 43 ^R 2453	235
Total number of PUCG's	28	316	192	0

 $\chi^2 (2, N=7)=20.593, p<.001$
 $\chi^2 (2, N=11)=374.79, p<.001$

(g) Pictures/Unclear Content Classifications

Variations in the journal writing content attributable to sex differences can be shown by comparing the numerical interrelatedness of journal entries classified as containing pictures only (Pictures) to those journal entries whose content message is unclear (Unclear). The proportion of Pictures 'drawn' by either girls or by boys as compared to the aggregate number of Pictures 'drawn', will be expressed as a percentage, following each picture count. The proportion of Unclear classifications will be treated in a similar manner.

The 21 girls sampled in the study (1987-1989) 'drew' 448 Pictures (33.21%) and 'wrote' 326 Unclear (48.01%) journal entries. The 23 boys sampled in the study 'drew' 901 Pictures (66.79%) and 'wrote' 353 Unclear (51.99%) journal entries.

(h) Summary

Variations in the quantity of Pictures 'drawn' attributable to sex differences are significant. Over the two year period of the study, the average number of Pictures 'drawn' was 21.33 per girl and 39.17 per boy, a ratio approaching 1:2. The average number of Unclear journal entries composed per child was 15.52 per girl and 15.35 per boy, a near perfect ratio of 1:1, yielding no difference in the quantity of Unclear journal entries composed attributable to sex differences. Tables 13 and 14 outline the variations in the quantity of Pictures and Unclear journal entries over the two year period of the study.

TABLE 13

Variations in the Quantity of Pictures Attributable
to Sex Differences: 1987-1989

Subjects	Study Years	Pictures	Pictures Expressed as % Proportion	Pictures/ Child
21 Girls	1987-1989	448	33.21%	21.33/girl
23 Boys	1987-1989	901	66.79%	39.17/boy
9 Girls	1987-1988	295	31.45%	32.78/girl
17 Boys	1987-1988	643	68.55%	37.82/boy
12 Girls	1988-1989	153	37.23%	12.75/girl
6 Boys	1988-1989	258	62.77%	43.00/boy

TABLE 14

Variations in the Quantity of Unclear Journal
Entries Attributable to Sex Differences: 1987-1989

Subjects	Study Years	Unclear Entries	Unclear Entries Expressed as % Proportion	Unclear Entries/ Child
21 Girls	1987-1989	326	48.01%	15.52/girl
23 Boys	1987-1989	353	51.99%	15.35/boy
9 Girls	1987-1988	314	49.14%	34.89/girl
17 Boys	1987-1988	325	50.86%	19.12/boy
12 Girls	1988-1989	12	30.00%	1.00/girl
6 Boys	1988-1989	28	70.00%	4.67/boy

Clearly, differences in both the Pictures per child and the Unclear Entries per child statistics can be attributable to sex differences. Interestingly, the largest discrepancies regarding these two classifications occurs when the factor of grade level is considered. Ten of the 12 girls sampled in 1988-1989 were in Grade Two; they generated a comparatively low 12.75 Pictures per child and composed a mere 1.00 Unclear journal entry per child. Variations in the journal writing content attributable to grade differences will be investigated in the succeeding research sections.

- (3) Are there differences in the content produced by children of widely separated birthdates; more particularly are there differences in the content produced between the Grade One versus the Grade Two children sampled in this study?

(a) The Content Differences of Younger/Older Children

The ensuing comparison of the journal content produced by children of widely separated birthdates is based on the selection of both the youngest and the oldest children sampled in the two year study. The six youngest children (one girl; five boys) are all from the first year of the study, having been 6.0 years of age or younger as of the first day of school. The six oldest children (five girls; one boy) are all from the second year of the study, having been 7.2 years of age or older as of the first day of school. Not surprisingly, the youngest children were in Grade One, the oldest from Grade Two. Table 15 outlines the age range for the 12 children selected.

TABLE 15

Age Range of the Six Youngest
and the Six Oldest Children

<u>Youngest</u>			<u>Oldest</u>		
Child	Sex	Age During Study	Child	Sex	Age During Study
5	G	6.0 - 6.9	2	G	7.2 - 7.11
7	B	5.11 - 6.8	4	G	7.6 - 8.3
12	B	5.10 - 6.7	6	B	7.6 - 8.3
22	B	6.0 - 6.9	9	G	7.2 - 7.11
23	B	5.11 - 6.8	10	G	7.2 - 7.11
26	B	5.11 - 6.8	11	G	7.3 - 8.0

(b) Journal Content of the Youngest Children

The six youngest children's journal writing consisted of 72.17% factual content and 27.83% fictional content. These six children composed 42.92% General Account Content, 29.25% Diary Content and 27.83% Storybook Content. They generated a mention count of 150^S 283^R 832 (11.86%^S 22.37%^R 65.77%) totalling 1265 mentions. The distribution of mentions by content category are 74^S 200^R 269 (13.63%^S 38.83%^R 49.54%) for General Account Content; 45^S 55^R 270 (12.16%^S 14.87%^R 72.97%) for Diary Content; 31^S 28^R 293 (8.81%^S 7.95%^R 83.24%) for Storybook Content. They 'drew' 256 Pictures (76.65%) and 'wrote' 225 Unclear (99.56%) journal entries.

Table 16 provides further journal content evidence regarding the youngest writers in the study. In those entries related to General Account Content, they favoured the subcategory Material World with 206 mentions (27^S 56^R 123), 37.94% of the total mentions for the content category. The least favoured subcategory of General Account Content is Natural World, with 66 mentions (16^S 14^R 36), 12.16% of the total content

category's mentions. In those entries related to Storybook Content, the youngest writers generated 116 (15^S 10^R 91) fictional descriptions (refer to definition of Mention: Fiction, Chapter 1: Definition of Terms); 37 (2^R 35) or 31.90% of those descriptions constituted a problem or issue related to the narrative. Nineteen (16/3) of the 116 descriptions involved an element of quest (subcategory Travel-Discovery/Search-Rescue). A total of 74 imaginary characters (9^S 10^R 55) were depicted in descriptions concocted by the six youngest writers. Closer inspection of the entities portrayed in the fictional descriptions provides a distribution of mentions for the subcategories of Animals, Children, Adults and Characters, accompanied by percentages expressing each entity's proportion related to the aggregate number of entities. The distribution of mentions by the type of entity portrayed are Animals - 2^S 21 (16.08%), Children - 28 (19.58%), Adults - 18 (12.59%) and Characters - 9^S 10^R 55 (51.75%).

(c) Summary

The six youngest Grade One children sampled in the study (1987-1989) composed 72.17% factual and 27.83% fictional journal writing content. The factual/fictional content proportion of the six youngest children differs significantly from the total sample of 33 Grade One children sampled (1987-1989) who composed 69.32% factual and 30.68% fictional content.

Of greater significance, the six youngest children 'drew' an average of 42.67 Pictures per child and 'wrote' an average of 37.50 Unclear journal entries per child, whereas the 33 Grade One children averaged 36.58 Pictures and 20.36 Unclear entries per child.

Thirty-seven of the 116 imaginary descriptions (31.90%) involved a problem, with 19 of the 116 descriptions (16.38%) containing an element of quest. The 33 Grade One children generated 31.59% of their imaginary descriptions involving a problem, and 11.01% containing an element of quest.

(d) Journal Content of the Oldest Children

The six oldest children's journal writing consisted of 70.44% factual content and 29.56% fictional content. These six children composed 38.76% General Account Content, 31.68% Diary Content and 29.56% Storybook Content. They generated a mention count of 1^S 33^R 1434 (0.07%^S 2.25%^R 97.68%) totalling 1468 mentions. The distribution of mentions by content category are 1^S 23^R 545 (0.18%^S 4.04%^R 95.78%) for General Account Content; 465 (100%) for Diary Content and 10^R 424 (2.30%^R 97.70%) for Storybook Content. They 'drew' 78 Pictures (23.35%) and 'wrote' 1 Unclear (0.44%) journal entry.

Table 16 provides further journal content evidence regarding the oldest writers in the study. In those entries related to General Account Content, they favoured the subcategory Material World with 210 mentions (210), 36.91% of the total mentions for the content category. The least favoured subcategory of General Account Content is Natural World, with 44 mentions (44), 7.73% of the total content category's mentions. In those entries related to Storybook Content, the oldest writers generated 114 (6^R 108) fictional descriptions; fully 80 (4^R 76) or 70.18% of those descriptions constituted a problem or issue related to the narrative. Forty-two (32/10) of the 114 descriptions involved an element of quest (subcategory Travel-Discover/Search-Rescue). Inspection of the entities portrayed in

TABLE 16

Informal Writing Analysis (IWA) of the 6 Youngest
and the 6 Oldest Children: 1987-1989

JOURNAL WRITING CONTENT CATEGORIES	YOUNGEST GROUP: GRADE ONE CHILDREN: 5, 7, 12, 22, 23, 26	OLDEST GROUP: GRADE TWO CHILDREN: 2, 4, 6, 9, 10, 11
General Account Content	42.92%	38.76%
Curriculum	7 ^S 104 ^R 30	1 ^S 23 ^R 133
Natural World	16 ^S 14 ^R 36	44
Material World	27 ^S 56 ^R 123	210
Recreation	24 ^S 21 ^R 80	154
Other	5 ^R	4
Total number of mentions	74 ^S 200 ^R 269	1 ^S 23 ^R 545
Pictures/Unclear/Con./Glue	256/225	78/1/11/14
Diary Content	29.25%	31.68%
Self	25 ^S 33 ^R 153	234
Family	5 ^S 4 ^R 55	55
Friends	9 ^S 7 ^R 25	51
Pets	1 ^S 1 ^R 5	34
Extracurricular	1 ^S 5 ^R 14	53
Birthdays/Sick/Teeth	4 ^S 5 ^R 18	38
Other	1	0
Total number of mentions	45 ^S 55 ^R 270	465
Storybook Content	27.83%	29.56%
Description	15 ^S 10 ^R 91	6 ^R 108
Problem	2 ^R 35	4 ^R 76
Travel/Discovery	16	32
Search/Rescue	3	10
Other	4 ^S 1 ^R 11	26
Animals	2 ^S 21	58
Children	28	47
Adults	18	29
Characters	9 ^S 10 ^R 55	26
Other	1 ^S 5 ^R 15	12
Total number of mentions	31 ^S 28 ^R 293	10 ^R 424
Total number of Journal Writing mentions	150 ^S 283 ^R 832	1 ^S 33 ^R 1434
Total number of PUCG's	481	104

$$x^2 (2, N = 12) = 4.920, .05 < p < .10$$

the fictional descriptions, provides a distribution of mentions for the subcategories of Animals, Children, Adults and Characters, accompanied by percentages expressing each entity's proportion related to the aggregate number of entities. The distribution of mentions by the type of entity portrayed are Animals - 58 (36.25%), Children - 47 (29.38%), Adults - 29 (18.12%) and Characters - 26 (16.25%).

(e) Summary

The six oldest Grade Two children sampled in the study (1988-1989) composed 70.44% factual and 29.56% fictional journal writing content. The factual/fictional content proportion of the six oldest children differs significantly from the total sample of 11 Grade Two children sampled (1988-1989) who composed 72.84% factual and 27.16% fictional content. The factual/fictional content proportion of the six oldest children corresponds almost exactly to the factual (70.38%)/fictional (29.62%) content proportion of the 44 children sampled in the two year period of the study.

Table 17 offers journal content comparisons between the six youngest and the six oldest children sampled in the study.

TABLE 17

Variations in the Journal Writing Content
Attribute to Widely Separated Birthdates

Six Youngest Children (1987-1988)	Six Oldest Children (1988-1989)
Factual Content 72.17%	Factual Content 70.44%
Fictional Content 27.83%	Fictional Content 29.56%
$\chi^2(1, N = 12) = 1.051, .30 < p < .50$	
Mention Total 1265 (210.83/child)	Mention Total 1468 (244.67/child)
Mention Count (Expressed as % Proportion) 11.86% ^S 22.37% ^R 65.77%	Mention Count (Expressed as % Proportion) 0.07% ^S 2.25% ^R 97.68%
Pictures 256 (42.67/child)	Pictures 78 (13.00/child)
Unclear 225 (37.50/child)	Unclear 1 (0.17/child)
Imaginary Descriptions/Problems 116/37 (31.90%)	Imaginary Descriptions/Problems 114/80 (70.18%)
Imaginary Descriptions/Quest 116/19 (16.38%)	Imaginary Descriptions/Quest 114/42 (36.84%)

Clearly, the greatest significant differences between the six youngest children and their older counterparts are: (1) the mention count proportions expressed as a percentage, (2) the Pictures/Unclear classifications averaged per child, and (3) the percentage proportions of Problems/Quest related to Imaginary Descriptions. Of lesser significance

is the factual/fictional content proportion and the mention total averaged per child. The mention totals for the two groups of children are not significantly different, given the enormous discrepancies in Pictures/Unclear classifications between them.

(f) The Content Differences of Grade One/Grade Two Children
Grade One: Overview.

Any variations in the journal writing content attributable to grade differences can first be disclosed when contrasting factual journal writing content with fictional journal writing content. The 33 Grade One children sampled in the study (1987-1989) composed 69.32% factual journal writing content and 30.68% fictional journal writing content. The Grade One children composed 40.37% General Account Content, 28.95% Diary Content and 30.68% Storybook Content. They generated a mention count of 694^S 1530^R 4098 (10.98%^S 24.20%^R 64.82%) totalling 6322 mentions. The distribution of mentions by content category are 253^S 975^R 1324 (9.91%^S 38.21%^R 51.88%) for General Account Content; 195^S 334^R 1301 (10.66%^S 18.25%^R 71.09%) for Diary Content; 246^S 221^R 1473 (12.68%^S 11.39%^R 75.93%) for Storybook Content. The 33 Grade One children 'drew' 1207 Pictures (89.47%) and 'wrote' 672 Unclear (98.97%) journal entries.

(g) Grade Two: Overview

The 11 Grade Two children sampled in the study (1988-1989) composed 64.84% factual journal writing content and 27.16% fictional journal writing content. The Grade Two children composed 30.03% General Account Content, 34.81% Diary Content and 27.16% Storybook Content. They generated a mention count of 1^S 43^R 2688 (0.04%^S 1.57%^R 98.39%) totalling

2732 mentions. The distribution of mentions by content category are 1^S 33^R 1005 (0.10%^S 3.18%^R 96.72%) for General Account Content; 951 (100%) for Diary Content; 10^R 732 (1.35%^R 98.65%) for Storybook Content. The 11 Grade Two children 'drew' 142 Pictures (10.53%) and 'wrote' 7 Unclear (1.03%) journal entries.

(h) Grade One: Content Categories/Subcategories

Table 18 provides further journal content evidence regarding the 33 Grade One children in the study. In those entries related to General Account Content, they favoured the subcategory Material World with 941 mentions (109^S 213^R 619), 36.87% of the total mentions for the content category, slightly over Curriculum with 824 mentions (18^S 603^R 203), 32.29% of the total mentions for the content category. The least favoured subcategory of General Account Content is Natural World, with 322 mentions (61^S 71^R 190), 12.62% of the total content category's mentions.

In those entries related to Diary Content, the Grade One children favoured the subcategory Self with 1030 mentions (110^S 214^R 706), 56.28% of the total mentions for the content category. The subcategory Family with 335 mentions (38^S 50^R 247), 18.31% of the total content category's mentions, placed second in writing content preferred. The least favoured subcategory of Diary Content is Pets, with 43 mentions (4^S 2^R 37), 2.35% of the total mentions for the content category.

In those entries related to Storybook Content, the Grade One children generated 690 (102^S 89^R 499) fictional descriptions; 218 (16^S 20^R 182) or 31.59% of those descriptions constituted a problem or issue related to the narrative. Seventy-six (9^S 5^R 47/1^S 14) or 11.01% of the

TABLE 18

Informal Writing Analysis (IWA) of the 33 Grade One
and 11 Grade Two School Journal Writing Content: 1987-1989

JOURNAL WRITING CONTENT CATEGORIES	GRADE ONE 1987-1989 33 Children	GRADE TWO 1988-1989 11 Children
General Account Content	40.37%	38.03%
Curriculum	18 ^S 603 ^R 203	1 ^S 33 ^R 211
Natural World	61 ^S 71 ^R 190	97
Material World	109 ^S 213 ^R 619	413
Recreation	65 ^S 83 ^R 306	280
Other	5 ^R 6	4
Total number of mentions	253 ^S 975 ^R 1324	1 ^S 33 ^R 1005
Pictures/Unclear/Con./Glue	1207/672/14/28	142/7/24/19
Diary Content	28.95%	34.81%
Self	110 ^S 214 ^R 706	438
Family	38 ^S 50 ^R 247	170
Friends	22 ^S 40 ^R 134	113
Pets	4 ^S 2 ^R 37	59
Extracurricular	3 ^S 10 ^R 64	94
Birthdays/Sick/Teeth	17 ^S 18 ^R 110	77
Other	1 ^S 3	0
Total number of mentions	195 ^S 334 ^R 1301	951
Storybook Content	30.68%	27.16%
Description	102 ^S 89 ^R 499	6 ^R 200
Problem	16 ^S 20 ^R 182	4 ^R 125
Travel/Discovery	9 ^S 5 ^R 47	47
Search/Rescue	1 ^S 14	16
Other	31 ^S 18 ^R 69	34
Animals	20 ^S 28 ^R 243	118
Children	6 ^S 18 ^R 106	71
Adults	12 ^S 3 ^R 85	47
Characters	41 ^S 22 ^R 165	42
Other	8 ^S 18 ^R 63	32
Total number of mentions	246 ^S 221 ^R 1473	10 ^R 732
Total number of Journal Writing mentions	694 ^S 1530 ^R 4098	1 ^S 43 ^R 2688
Total number of PUCG's	1921	192

$$x^2 (2, N = 44) = 31.97, p < .001$$

690 descriptions involved an element of quest (subcategories Travel-Discovery/Search-Rescue). Inspection of the entities portrayed in the fictional descriptions provides a distribution of mentions for the subcategories of Animals, Children, Adults and Characters, accompanied by percentages expressing each entity's proportion related to the aggregate number of entities. The distribution of mentions by the type of entity portrayed are Animals - 20^S 28^R 243 (38.85%), Children - 6^S 18^R 106 (17.36%), Adults - 12^S 3^R 85 (13.35%) and Characters - 41^S 22^R 165 (30.44%).

Tables 19 and 20 supplement Table 18, by separating the 33 Grade One children into one of the two school years investigated. This provides a further inspection of the content particularities associated with either the 26 Grade One children from the first year of the study or the 7 Grade One children from the second year of the study. Grade Two content information has been provided for reference.

(i) Grade Two: Content Categories/Subcategories

In the Grade Two journal entries related to General Account Content, the 11 children sampled favoured the subcategory Material World with 413 mentions (413), 39.75% of the total mentions for the content category. The subcategory Recreation with 280 mentions (280), 26.95% of the total content category's mentions, placed second in writing content preferred. The least favoured subcategory of General Account Content is Natural World, with 97 mentions (97), 9.34% of the total content category's mentions. In those entries related to Diary Content, the Grade Two children favoured the subcategory Self with 438 mentions (438), 46.06% of the total mentions for the content category. The subcategory Family

TABLE 19

Informal Writing Analysis (IWA) of the 26 Grade One (1987-1988)
and the 11 Grade Two (1988-1989) School Journal Writing Content

JOURNAL WRITING CONTENT CATEGORIES	GRADE ONE 1987-1988 26 Children	GRADE TWO 1988-1989 11 Children
General Account Content	42.79%	38.03%
Curriculum	13 ^S 562 ^R 173	1 ^S 33 ^R 211
Natural World	48 ^S 37 ^R 154	97
Material World	70 ^S 149 ^R 543	413
Recreation	45 ^S 65 ^R 271	280
Other	5 ^R 3	4
Total number of mentions	176 ^S 818 ^R 1144	1 ^S 33 ^R 1005
Pictures/Unclear/Con./Glue	938/639	142/7/24/19
Diary Content	28.70%	34.81%
Self	74 ^S 96 ^R 598	438
Family	22 ^S 43 ^R 216	170
Friends	19 ^S 32 ^R 115	113
Pets	2 ^S 2 ^R 35	59
Extracurricular	3 ^S 8 ^R 54	94
Birthdays/Sick/Teeth	16 ^S 13 ^R 83	77
Other	1 ^S 2	0
Total number of mentions	137 ^S 194 ^R 1103	951
Storybook Content	28.50%	27.16%
Description	45 ^S 55 ^R 421	6 ^R 200
Problem	4 ^S 8 ^R 127	4 ^R 125
Travel/Discovery	39	47
Search/Rescue	8	16
Other	8 ^S 11 ^R 63	34
Animals	9 ^S 6 ^R 198	118
Children	5 ^S 8 ^R 92	71
Adults	1 ^S 69	47
Characters	17 ^S 19 ^R 151	42
Other	3 ^S 16 ^R 41	32
Total number of mentions	92 ^S 123 ^R 1209	10 ^R 732
Total number of Journal Writing mentions	405 ^S 1135 ^R 3456	1 ^S 43 ^R 2688
Total number of PUCG's	1577	192

$$x^2 (2, N = 37) = 33.720, p < .001$$

TABLE 20

Informal Writing Analysis (IWA) of the 7 Grade One (1988-1989)
and the 11 Grade Two (1988-1989) School Journal Writing Content

JOURNAL WRITING CONTENT CATEGORIES	GRADE ONE 1988-1989 7 Children	GRADE TWO 1988-1989 11 Children
General Account Content	31.22%	38.03%
Curriculum	5 ^S 41 ^R 30	1 ^S 33 ^R 211
Natural World	13 ^S 34 ^R 36	97
Material World	39 ^S 64 ^R 76	413
Recreation	20 ^S 18 ^R 35	280
Other	3	4
Total number of mentions	77 ^S 157 ^R 180	1 ^S 33 ^R 1005
Pictures/Unclear/Con./Glue	269/33/14/28	142/7/24/19
Diary Content	29.86%	34.81%
Self	36 ^S 118 ^R 108	438
Family	16 ^S 7 ^R 31	170
Friends	3 ^S 8 ^R 19	113
Pets	2 ^S 2	59
Extracurricular	2 ^R 10	94
Birthdays/Sick/Teeth	1 ^S 5 ^R 27	77
Other	1	0
Total number of mentions	58 ^S 140 ^R 198	951
Storybook Content	38.91%	27.16%
Description	57 ^S 34 ^R 78	6 ^R 200
Problem	12 ^S 12 ^R 55	4 ^R 125
Travel/Discovery	9 ^S 5 ^R 8	47
Search/Rescue	1 ^S 6	16
Other	23 ^S 7 ^R 6	34
Animals	11 ^S 22 ^R 45	118
Children	1 ^S 10 ^R 14	71
Adults	11 ^S 3 ^R 16	47
Characters	24 ^S 3 ^R 14	42
Other	5 ^S 2 ^R 22	32
Total number of mentions	154 ^S 98 ^R 264	10 ^R 732
Total number of Journal Writing mentions	289 ^S 395 ^R 642	1 ^S 43 ^R 2688
Total number of PUCG's	344	192

$$\chi^2 (2, N = 18) = 61.283, p < .001$$

with 170 mentions (170), 17.88% of the total content category's mentions, placed second in writing content preferred. The least favoured subcategory of Diary Content is Pets, with 59 mentions (59), 6.20% of the total mentions for the content category. In those entries related to Storybook Content, the Grade Two children generated 216 (6^R 200) fictional descriptions; 129 (4^R 125) or 59.72% of those descriptions constituted a problem or issue related to the narrative. Sixty-three (47/16) or 29.17% of the 216 descriptions involved an element of quest (subcategories Travel-Discovery/Search Rescue). Inspection of the entities portrayed in the fictional descriptions provides a distribution of mentions for the subcategories of Animals, Children, Adults and Characters, accompanied by percentages expressing each entity's proportion related to the aggregate number of entities. The distribution of mentions by the type of entity portrayed are Animals - 118 (42.45%), Children - 71 (25.54%), Adults - 47 (16.91%) and Characters - 42 (15.10%).

(j) Summary

Variations in the journal writing content attributable to grade differences are summarized in Table 21.

TABLE 21

Variations in the Journal Writing Content
Attributable to Grade Differences: 1987-1989

Grade One (33 children)	Grade Two (11 children)
Factual Content 69.32%	Factual Content 72.84%
Fictional Content 30.68%	Fictional Content 27.16%
$\chi^2(1, N = 44) = 11.378, p < .001$	
Mention Total 6322 (191.58/child)	Mention Total 2732 (248.36/child)
Mention Count 694 ^S 1530 ^R 40	Mention Count 1 ^S 43 ^R 2688
Mention Count (Expressed as % Proportion) 10.98% ^S 24.20% ^R 64.82%	Mention Count (Expressed as % Proportion) 0.04% ^S 1.57% ^R 98.39%
Pictures 1207 (36.58/child)	Pictures 142 (12.91/child)
Unclear 672 (20.36/child)	Unclear 7 (0.64/child)

Table 21 reveals significant variations in the journal writing content attributable to grade differences, over the two year period of the study. The factual (69.32%)/fictional (30.68%) content proportion of the 33 Grade One children differs 3.52% from the factual (72.84%)/fictional (27.16%) content proportion of the 11 Grade Two children.

Clearly, the 33 Grade One children generated fewer mentions per child than did the 11 Grade Two children (56.78 fewer mentions per child),

yet the significant differences are evidenced in the mention count proportions attributable to grade placement. The 33 Grade One children had fully 10.98% of their total journal mentions scribed by the teacher, with 25.20% of their journal entries copied or rewritten. In stark contrast the 11 Grade Two children created and composed 98.39% (2688 of 2732) of their total journal mentions. A mere seven Grade Two journal entries were unclear (0.64 per child) as compared to the 672 Unclear Grade One journal entries (20.36 per child). Corresponding to the lower total Grade One mention count, as compared to the total Grade Two mention count, is the substantially higher picture production per Grade One child (36.58 per child).

4. Are there differences in the content produced between early versus late readers?

(a) The Content Differences of Early/Late Readers
Early Readers: Overview

Any variations in the journal writing content attributable to reading proficiency can first be examined when contrasting factual journal writing content with fictional writing content. The three Grade One early readers selected from the first year of the study (1987-1988) composed 72.89% factual journal writing content and 27.11% fictional writing content (refer to Table 22). The two Grade One early readers selected from the second year of the study (1987-1988) composed 53.83% factual journal writing content and 46.17% fictional journal writing content (refer to Table 23).

The three early readers from the first year of the study composed 36.84% General Account Content, 36.05% Diary Content and 27.11% Storybook

TABLE 22

Variations in the Journal Writing Content
Attributable to Reading Proficiency: 1987-1988

JOURNAL WRITING CONTENT CATEGORIES	EARLY READERS GROUP: Children 1 [*] , 4 [*] , 7	LATE READERS GROUP: Children 11, 21, 22
General Account Content	36.84%	47.90%
Curriculum	25 ^R 37	4 ^S 58 ^R 8
Natural World	21	11 ^S 3 ^R 1
Material World	122	30 ^S 31 ^R 24
Recreation	75	22 ^S 7 ^R 6
Other	0	0
Total number of mentions	25 ^R 255	67 ^S 99 ^R 39
Pictures/Unclear/Con./Glue	19/27	99/78
Diary Content	36.05%	38.55%
Self	147	54 ^S 16 ^R 13
Family	64	19 ^S 8 ^R 6
Friends	20	13 ^S 5 ^R 5
Pets	6	1 ^S 1
Extracurricular	13	3 ^S 2 ^R 1
Birthdays/Sick/Teeth	24	12 ^S 4 ^R 1
Other	0	1 ^S
Total number of mentions	274	103 ^S 35 ^R 27
Storybook Content	27.11%	13.55%
Description	58	14 ^S 9 ^R
Problem	33	2 ^R
Travel/Discovery	10	3
Search/Rescue	5	0
Other	4	6 ^S 1 ^R
Animals	40	1 ^S
Children	16	1 ^S
Adults	8	1 ^S
Characters	30	10 ^S 7 ^R
Other	2	2 ^R 1
Total number of mentions	206	33 ^S 21 ^R 4
Total number of Journal Writing mentions	25 ^R 735	203 ^S 155 ^R 70
Total number of PUCG's	46	177

$$x^2 (2, N = 6) = 31.31, p < .001$$

Note: * 1, 4: 2 terms each only.

TABLE 23

Variations in the Journal Writing Content
Attributable to Reading Proficiency: 1988-1989

JOURNAL WRITING CONTENT CATEGORIES	EARLY READERS GROUP: Children 1, 3	LATE READERS GROUP: Children 6, 7
General Account Content	25.86%	16.67%
Curriculum	13 ^R 21	2 ^S 3 ^R 4
Natural World	14	11 ^S 2
Material World	12 ^R 47	10 ^S 1 ^R 11
Recreation	26	11 ^S 2
Other	2	0
Total number of mentions	25 ^R 110	34 ^S 4 ^R 19
Pictures/Unclear/Con./Glue	11/5/3/9	127/14/3/1
Diary Content	27.97%	15.79%
Self	69	18 ^S 22 ^R 1
Family	29	9 ^S
Friends	14	3 ^S
Pets	0	0
Extracurricular	9	0
Birthdays/Sick/Teeth	24	1 ^S
Other	1	0
Total number of mentions	146	31 ^S 22 ^R 1
Storybook Content	46.17%	67.54%
Description	68	52 ^S 30 ^R
Problem	55	12 ^S 11 ^R
Travel/Discovery	8	9 ^S 5 ^R
Search/Rescue	6	1 ^S
Other	5	23 ^S 7 ^R
Animals	38	9 ^S 17 ^R
Children	14	1 ^S 10 ^R
Adults	14	10 ^S 3 ^R
Characters	12	24 ^S 2 ^R
Other	21	5 ^S
Total number of mentions	241	146 ^S 85 ^R
Total number of Journal Writing mentions	25 ^R 497	211 ^S 111 ^R 20
Total number of PUCG's	28	145

$$x^2 (2, N = 4) = 38.38, p < .001$$

Content. They generated a mention count of 25^R 735 (3.29%^R 96.71%), totalling 760 mentions. The distribution of mentions by content category are 25^R 255 (8.93%^R 91.07%) for General Account Content; 274 (100%) for Diary Content; 206 (100%) for Storybook Content. The three early readers 'drew' 19 Pictures (7.42%) and 'wrote' 27 Unclear (21.77%) journal entries.

The two early readers from the second year of the study composed 25.86% General Account Content, 27.97% Diary Content and 46.17% Storybook Content. They generated a mention count of 25^R 497 (4.79%^R 95.21%), totalling 522 mentions. The distribution of mentions by content category are 25^R 110 for General Account Content; 146 (100%) for Diary Content; 241 (100%) for Storybook Content. The two early readers 'drew' 11 Pictures (4.30%) and 'wrote' 5 Unclear (4.03%) journal entries.

(b) Late Readers: Overview

The three Grade One late readers selected from the first year of the study (1987-1988) composed 86.45% factual journal writing content and 13.55% fictional writing content (Table 17). The two Grade One late readers selected from the second year of the study (1988-1989) composed 32.46% factual journal writing content and 67.54% fictional journal writing content (Table 18).

The three late readers from the first year of the study composed 47.90% General Account Content, 38.55% Diary Content and 13.55% Storybook Content. They generated a mention count of 203^S 155^R 70 (47.43%^S 36.22%^R 16.35%), totalling 428 mentions. The distribution of mentions by content category are 67^S 99^R 39 (32.68%^S 48.29%^R 19.02%) for General Account

Content; 103^S 35^R 27 (62.42%^S 21.21%^R 16.37%) for Diary Content; 33^S 21^R 4 (56.90%^S 36.21%^R 6.89%) for Storybook Content. The three late readers 'drew' 99 Pictures (38.67%) and wrote 78 Unclear (62.90%) journal entries.

The two late readers from the second year of the study composed 16.67% General Account Content, 15.79% Diary Content and 67.54% Storybook Content. They generated a mention count of 211^S 111^R 20 (61.70%^S 34.46%^R 5.84%), totalling 342 mentions. The distribution of mentions by content category are 34^S 4^R 19 (59.65%^S 7.02%^R 33.33%) for General Account Content; 31^S 22^R 1 (57.41%^S 40.74%^R 1.85%) for Diary Content; 146^S 85^R (63.20%^S 36.80%^R) for Storybook Content. The two late readers 'drew' 127 Pictures (49.61%) and 'wrote' 14 Unclear (11.29%) journal entries.

(c) Early Readers: Content Categories/Subcategories

Table 24 provides further journal content evidence regarding the five Grade One early readers, three from the first year of the study (1987-1988) and two from the second year of the study (1988-1989). In those entries related to General Account Content, they favoured the subcategory Material World with 181 mentions (12^R 169), or 43.61% of the total mentions for the content category, slightly over Recreation with 101 mentions (101), 24.38% of the total mentions for the content category. The least favoured subcategory of General Account Content is Natural World, with 35 mentions (35), 8.43% of the total content category's mentions.

In those entries related to Diary Content, the five early readers favoured the subcategory Self with 216 mentions (216), 51.43% of the total mentions for the Content category. The subcategory Family with 93 mentions (93), 22.14% of the total content category's mentions, placed

TABLE 24

Variations in the Journal Writing Content
 Attributable to Reading Proficiency: 1987-1989

JOURNAL WRITING CONTENT CATEGORIES	EARLY READERS GROUP: 1,3 (88-89) 1 [*] ,4 [*] ,7 (87-88)	LATE READERS GROUP: 6,7 (88-89) 11,21,22 (87-88)
General Account Content	32.42%	34.20%
Curriculum	38 ^R 58	6 ^S 63 ^R 12
Natural World	35	22 ^S 3 ^R 3
Material World	12 ^R 169	40 ^S 32 ^R 35
Recreation	101	33 ^S 7 ^R 8
Other	2	
Total number of mentions	50 ^R 365	101 ^S 105 ^R 58
Pictures/Unclear/Con./Glue	30/32/3/9	226/92/3/1
Diary Content	32.81%	28.37%
Self	216	72 ^S 38 ^R 14
Family	93	28 ^S 8 ^R 6
Friends	34	16 ^S 5 ^R 5
Pets	6	1 ^S 1
Extracurricular	22	3 ^S 2 ^R 1
Birthdays/Sick/Teeth	48	13 ^S 4 ^R 1
Other	1	1 ^S
Total number of mentions	420	134 ^S 57 ^R 28
Storybook Content	34.77%	37.43%
Description	126	66 ^S 39 ^R
Problem	88	12 ^S 13 ^R
Travel/Discovery	18	9 ^S 5 ^R 3
Search/Rescue	11	1 ^S
Other	9	29 ^S 8 ^R
Animals	78	10 ^S 17 ^R
Children	30	2 ^S 10 ^R
Adults	20	11 ^S 3 ^R
Characters	42	34 ^S 9 ^R
Other	23	5 ^S 2 ^R 1
Total number of mentions	445	179 ^S 106 ^R 4
Total number of Journal Writing mentions	50 ^R 1230	414 ^S 268 ^R 90
Total number of PUCG's	74	322

$$\chi^2 (2, N = 10) = 4.473, .10 < p < .20$$

Note: * 2 terms documented only.

second in writing content preferred. The least favoured subcategory of Diary Content is Pets, with 6 mentions (6), 1.43% of the total mentions for the content category.

In those entries related to Storybook Content, the five early readers generated 126 (126) fictional descriptions; 88 (88) or 69.84% of those descriptions constituted a problem or issue related to the narrative. Twenty-nine (18/11) or 23.02% of the 126 descriptions involved an element of quest (subcategories Travel-Discovery/Search-Rescue). Inspection of the entities portrayed in the fictional descriptions provides a distribution of mentions for the subcategories of Animals, Children, Adults and Characters, accompanied by percentages expressing each entity's proportion related to the aggregate number of entities. The distribution of mentions by the type of entity portrayed are Animals - 789 (45.88%), Children - 30 (17.65%), Adults - 20 (11.76%) and Characters - 42 (24.71%).

(d) Late Readers: Content Categories/Subcategories

Table 24 provides further journal content evidence regarding the five Grade One late readers, three from the first year of the study (1987-1988) and two from the second year of the study (1988-1989). In those entries related to General Account Content, they favoured the subcategory Material World with 107 mentions (40^S 32^R 35), or 40.53% of the total mentions for the content category, slightly over Curriculum with 81 mentions (6^S 63^R 12), 30.68% of the total mentions of the content category. The least favoured subcategory of General Account Content is Natural

World, with 28 mentions (22^S 3^R 3), 10.61% of the total content category's mentions.

In those entries related to Diary Content, the five late readers favoured the Self subcategory (56.62% of category total), followed by the Family subcategory (19.18% of category total). Pets proved the least favoured subcategory with less than 1% of the mentions.

In those entries related to Storybook Content, the five late readers generated 105 (66^S 39^R) fictional descriptions; 25 (12^S 13^R) or 23.81% of those descriptions constituted a problem or issue related to the narrative. Eighteen (9^S 5^R 3/1^S) or 17.14% of the 105 descriptions involved an element of quest (subcategories Travel-Discovery/Search-Rescue). Inspection of the entities portrayed in the fictional descriptions provides a distribution of mentions for the subcategories of Animals (28.13%), Children (12.50%), Adults (14.58%) and Characters (44.79%).

(e) Summary

Variations in the journal writing attributable to reading proficiency are summarized in Table 25. Factual/fictional content variations attributable to reading proficiency are not statistically significant (at the .05 level of confidence). Nevertheless, the five early readers generated significantly more mentions (256 per child) than the five late readers (154 per child). Correspondingly, the late readers 'drew' more Pictures (45.20 per child) than the early readers (6.00 per child). Interestingly, the mention count proportions attributable to reading proficiency show sizable differences. The five late readers had fully 53.63% of their total journal mentions scribed, compared to 0.00% scribed for the five early readers, who composed and created 96.09% of their total

TABLE 25

Variations in the Journal Writing Content
Attributable to Reading Proficiency: 1987-1989

Early Readers (5 children)	Late Readers (5 children)
Factual Content 65.23%	Factual Content 62.57%
Fictional Content 34.77%	Fictional Content 37.43%
$\chi^2(1, N = 10) = 1.495, .20 < p < .30$	
Mention Total 1280 (256/child)	Mention Total 772 (154/child)
Mention Count 50 ^R 1230	Mention Count 414 ^S 268 ^R 90
Mention Count (Expressed as % Proportion)	Mention Count (Expressed as % Proportion)
0.00% ^S 3.91% ^R 96.09%	53.63% ^S 34.71% ^R 11.66
Pictures 30 (6.00/child)	Pictures 226 (45.20/child)
Unclear 32 (6.40/child)	Unclear 92 (18.40/child)

journal content. The proportion of unclear journal entries ascribed to each early reader varies considerably from the late reader's proportion of unclear entries per child. Clearly, the smaller the total mention count attributable to a group of young children's journal content, the larger the proportion of pictures only, unclear entries and scribed entries per child belonging to that group. This compositional

relationship is also apparent in other groups of younger children journal content investigated in this study.

D. OVER THE COURSE OF THE SCHOOL YEAR ARE DEVELOPMENTAL SHIFTS EVIDENT IN THE NATURE OF THE CONTENT ANALYZED?

1. Introduction

This hypothesis may best be resolved by an inquiry directed by three constituent research questions. The research questions are (a) Will beginning writers' journal content shift from a general account of events to comments on the meaning and significance of those events, over the period of this study? (b) Will beginning writers tend to favour factual or fictional accounts, and does this change as they mature? (c) Will any of the young writers tend to extend or develop a single entry over several days/weeks? If so, can these writers be characterized? Development of journal content corresponding to these three research questions is corroborated by unedited journal entries, where practical.

2. Will beginning writers' journal content shift from a general account of events to comments on the meaning and significance of those events, over the period of this study?

This study defines beginning writers as those children who regularly require a teacher scribe, or who rely extensively on copying, in order to transcribe a journal writing entry. Information regarding the age, grade and sex of each of the five beginning writers selected to address the research question posed, has been provided in Table 26. These five "beginning writers" were selected because they most obviously satisfied the criteria established.

TABLE 26

Beginning Writers: 1987-1989

Child	Year	Grade	Sex
10	1987-1988	One	G
23	1987-1988	One	B
5	1988-1989	One	B
7	1988-1989	One	B
7	1988-1989	Two	G

A sampling of each of the beginning writer's journal entries are arranged below, under student headings. Excerpts from samples are reprinted in a sequential chain of entries, in an attempt to corroborate journal content shifts from a general account of events, to comments on the meaning and significance of those events. Each beginning writer's premier commentary is starred (*) and is labelled "*Commentary on Event". An absence of a label indicating commentary, denotes that no commentary was provided by the writer. Because of the length of the entries, excerpts, rather than complete journal samples, are provided.

(a) Beginning Writers' Content Shift1. Child 10: Grade One (1987-1988)

I Love Janet ^(R)	October 20, 1987
the christmas tree is going to have presnts underr neath it ^(R)	December 11, 1987
the" spider is coming closer ^(R)	January 4, 1988
the houses are didn't get crashed ^(R)	January 25, 1988

- My sister said she is going to kill
my cat^(R) February 17, 1988
- *Janet is sleeping over Friday night.
and we are going to get a movie and
we are have fun the end^(R) *Commentary on Event
April 25, 1988
2. Child 23: Grade One (1987-1988)
- tis hos September 9, 1988
- An octopus^(S) September , 1988
- House
Two people September 19, 1987
Dog^(S)
- I am kevin Am
zmI am I Lge m November 5, 1987
Tp
- Then I wet swimming
West Mi Fother and.
then I went.
back to my. March 11, 1988
boat With me Father.
and Then I.
The I had a good rest Then
- I went
home and Then
I had a good
rest but We
had ot go to March 14, 1988
The boat but
I dried Not
to go ot The
boat but Mi
To Ther
- "said Kevin We
have to go to
the boat" so I
wit to The boat and
the same felings March 15, 1988
hapnd agan But We

Ono We are

*At least its not
the end of the
World

*Commentary on Event

goe bown.

March 16, 1988

3. Child 5: Grade One (1988-1989)

I w_____ to The house ^(R)	September 12, 1988
I w_____ to The house ^(R)	September 13, 1988
I went to the home ^(R)	September 14, 1988
I _____ went home ^(R)	September 15, 1988
I went to the house ^(R)	September 22, 1988
I went in y the house ^(R)	September 26, 1988
I like to print ^(R)	December 2, 1988
I like space ^(R)	January 10, 1989
I like space ^(R)	January 11, 1989
I like space. ^(R)	January 12, 1989
I like space ^(R)	January 16, 1989
I like space ^(R)	January 17, 1989
I love space ^(R)	January 18, 1989
I like dragons ^(R)	March 22, 1989
I like icebergs ^(R)	April 4, 1989
I lik aiplanes	April 16, 1989
I like archery	April 7, 1989
I like bombers	April 12, 1989
I like coyotes	April 13, 1989
I like dinosaur	April 14, 1989

- I like mixed up colours June 2, 1989
4. Child 7: Grade One (1988-1989)
- Once upon a time there was a haunted house.^(S) September 18, 1988
- When My. Ghost was walking home, a truck was coming^(S) September 22, 1988
- Suddenly Mr. Ghost came
Mr. Ghost then got out of his truck^(S) October 27, 1988
- Once once upon a time there was a pig^(R) November 28, 1988
- the pig wet off wen the pig trd wrowod
the pig Saw he had No tail January 16, 1989
- Once upon a time ther was a boy February 22, 1989
- He fowod. He was in a pirmed February 27, 1989
- He wug scerd *Commentary on Event
- *Yes He was scerd February 28, 1989
5. Child 7: Grade Two (1988-1989)
- *I wint fihsing on the Summer hlub's.
my famle kot one fihs. the lest Day
we went fihsing we hab no luk So We
to my Grama my cuSin *Commentary on Event
September 7, 1988
- Child 10: Grade Two continued to comment on general events:
- *I am going to the dinst after School
it is not fun at all tha put stuf in
my m____. September 15, 1988
- *I am the hper too bay I have lots to
boo. lobay thats al I to sa tobay. September 20, 1988
- *...I bon't no wi my I sister is sad September 22, 1988
- *I have nuthing to rit bay. I am trd. September 29, 1988

(b) Summary

Beginning writers' journal content did not shift significantly from a general account of events to comments on the meaning and importance of those events, over the one school year their journal content was analyzed. Evidently three of the Grade One beginning writers composed their initial commentary on an event late in term two. One Grade One beginning writer failed to comment on any events recorded in his journal. The Grade Two beginning writer commented on her initial journal entry, then proceeded to offer remarks/observations frequently throughout the 1988-1989 school year.

Related to the above findings, the variety and frequency of journal commentaries occurred regularly in the 11 Grade Two children sampled over the one school year their journal content was analyzed. Remarks surfaced in both factual and fictional journal entries:

Here is a little bit of advice.

Child 1: Grade Two
June 13, 1989

It's nice to be in (the) mountains again

Child 4: Grade Two
May 9, 1989

I can't think of a story.

Child 3: Grade Two
February 13, 1989

I hope that I get all g's on my report card.

Child 9: Grade Two
March 22, 1989

...o this is so exciting!...
 I can't control my salfe.
 Child 1: Grade Two
 October 18, 1989

A young writer's commentary permits a brief personal glimpse for the reader of the journal entry, by adding a heightened sense of the writer's perspective, allowing for a fuller understanding of the writer's intent.

3. Will beginning writers tend to favour factual or fictional accounts, and does this change as they mature?

(a) Introduction

This study defines mature writers as children who require little or no assistance with the spelling of words, formatting of entries or specific content suggestions. These five "mature writers" were selected because they most obviously satisfied the criteria established. Table 27 provides a brief background on the particularities of the mature and beginning writers chosen to address the research question on the nature of factual/fictional journal entries.

TABLE 27

Mature/Beginning Writers: 1987-1989

Mature Writers			Beginning Writers		
1987-1988			1987-1988		
Child 1	G	Grade One	Child 10	G	Grade One
Child 4	G	Grade One	Child 23	B	Grade One
1988-1989			1988-1989		
Child 1	G	Grade One	Child 5	B	Grade One
Child 6	B	Grade Two	Child 7	B	Grade One
Child 10	G	Grade Two	Child 7	G	Grade Two

(b) Beginning Writers' Journal Content

This study's five beginning writers composed 61.08% factual journal writing content and 38.92% fictional journal writing content. Expressed in terms of IWA content categories, the five beginning writers generated 31.22% General Account Content, 29.86% Diary Content and 38.92% Storybook Content.

(c) Mature Writers' Journal Content

This study's five mature writers composed 54.03% factual journal writing content and 45.97% fictional journal writing content. Expressed in terms of the IWA content categories, the five mature writers generated 27.10% General Account Content, 26.93% Diary Content and 45.97% Storybook Content.

(d) Summary

The five beginning writers sampled in this study composed a significantly different proportion of factual: fictional journal writing content, as compared to the journal writing content composed by the study's five mature writers. The substantial discrepancy of 7.05% in the factual (54.03% vs. 61.08%) and fictional 45.97% vs. 38.92%) journal writing content of mature vs. beginning writers, represents the largest factual/fictional content difference of any group of young writers investigated by this study. The content findings regarding mature and beginning writers are outlined in Table 28.

TABLE 28

Variations in the Journal Writing
Content Attributable to Writing Ability

Mature Writers' Content	Beginning Writers' Content
Factual Content 54.03%	Factual Content 61.08%
General Account Content 27.10%	General Account Content 31.22%
Diary Content 26.93%	Diary Content 29.86%
Fictional Content 45.97%	Fictional Content 38.92%

$$\chi^2(1, N = 10) = 10.846, p < .001$$

Tables 29 and 30 categorize beginning and mature writers' content respectively. School 'term' divisions serve to make the quantity of data manageable.

TABLE 29

Informal Writing Analysis (IWA) of the Five
Beginning Writers' School Journal Writing Content: 1987-1989

JOURNAL WRITING	TERM 1	TERM 2	TERM 3
CONTENT CATEGORIES	Sept. -Dec.	Jan. -Mar.	Apr. -June
General Account Content	33.42%	29.81%	29.81%
Curriculum	5 ^S 21 ^R 3	5 ^R 11	14 ^R 9
Natural World	1 ^S 11 ^R 18	1 ^S 17 ^R 6	7 ^R 12
Material World	5 ^S 21 ^R 19	5 ^R 27	4 ^R 17
Recreation	1 ^S 4 ^R 16	1 ^S 2 ^R 21	1 ^R 15
Other	0	0	0
Total number of mentions	12 ^S 57 ^R 56	2 ^S 29 ^R 65	26 ^R 53
Pictures/Unclear/Con./Glue	56/79/0/0	31/42/4/7	36/15/4/6
DIARY CONTENT	25.13%	39.44%	24.91%
Self	2 ^S 34 ^R 23	2 ^S 22 ^R 40	8 ^R 28
Family	14	30	12
Friends	1 ^R 4	1 ^R 8	1 ^R 5
Pets	6	6	5
Extracurricular	1 ^R 5	10	5
Birthdays/Sick/Teeth	4	8	2
Other	0	0	0
Total number of mentions	2 ^S 36 ^R 56	2 ^S 23 ^R 102	0 ^S 9 ^R 57
STORYBOOK CONTENT	41.45%	30.75%	45.28%
Description	21 ^S 9 ^R 14	2 ^S 10 ^R 22	4 ^R 31
Problem	6 ^S 2 ^R 9	6 ^R 5	2 ^R 10
Travel/Discovery	7 ^S 4	4 ^R	1 ^R 5
Search/Rescue	0	0	0
Other	22 ^S 2 ^R 2	3	5 ^R
Animals	7 ^R 12	2 ^S 16	5 ^R 20
Children	1	10 ^R 9	7
Adults	9 ^S 1 ^R	7	8
Characters	20 ^S 3 ^R 2	1	12
Other	1 ^S 1 ^R	2 ^R	10
Total number of mentions	86 ^S 25 ^R 44	4 ^S 32 ^R 63	17 ^R 103
Total number of Journal Writing mentions	100 ^S 118 ^R 156	8 ^S 84 ^R 230	0 ^S 52 ^R 213
Total number of PUCG's	135	219	61

$$\chi^2 (4, N = 5) = 24.720, p < .001$$

Beginning writers' journal writing content versus mature writers' journal writing content:

$$\chi^2 (2, N = 10) = 10.967, p < .01$$

TABLE 30

Informal Writing Analysis (IWA) of the Five
Mature Writers' School Journal Writing Content: 1987-1989

JOURNAL WRITING	TERM 1	TERM 2	TERM 3
CONTENT CATEGORIES	Sept. -Dec.	Jan. -Mar.	Apr. -June
General Account Content	22.29%	30.71%	30.98%
Curriculum	1 ^R 15	11 ^R 13	2 ^R 28
Natural World	10	12	15
Material World	47	49	27
Recreation	44	32	20
Other	0	0	0
Total number of mentions	1 ^R 116	11 ^R 106	2 ^R 90
Pictures/Unclear/Con./Glue	1/0/0/0	6/2/4/8	6/0/0/3
DIARY CONTENT	28.38%	31.76%	18.18%
Self	68	62	26
Family	26	25	5
Friends	18	8	4
Pets	10	3	4
Extracurricular	10	13	9
Birthdays/Sick/Teeth	17	10	6
Other	0	0	0
Total number of mentions	149	121	54
STORYBOOK CONTENT	49.33%	37.53%	50.84%
Description	70	35	6 ^R 31
Problem	58	21	4 ^R 28
Travel/Discovery	3	15	5
Search/Rescue	9	2	1
Other	11	9	9
Animals	59	12	13
Children	10	23	17
Adults	15	9	8
Characters	16	11	15
Other	8	6	14
Total number of mentions	259	143	10 ^R 141
Total number of Journal Writing mentions	1 ^R 524	11 ^R 370	12 ^R 285
Total number of PUCG's	1	20	9

$$\chi^2 (4, N = 5) = 28.834, p < .001$$

4. Will any of the young writers tend to extend or develop a single entry over several days/weeks? If so, can these writers be characterized?

(a) Introduction

Table 27 designates the five mature writers selected from Grade One and Grade Two. A corresponding list of five beginning writers from Grade One and Grade Two is also provided. A sampling of each of the young writer's extension or development of a single journal entry over time are reprinted below, under student headings. Adjoining each series of journal entry samples are specific topics or titles that each of the samples represent, complete with dates recording the duration of the respective entry. Topics/titles are underlined.

TABLE 27

Mature/Beginning Writers: 1987-1989

Mature Writers			Beginning Writers		
1987-1988			1987-1988		
Child 1	G	Grade One	Child 10	G	Grade One
Child 4	G	Grade One	Child 23	B	Grade One
1988-1989			1988-1989		
Child 1	G	Grade One	Child 5	B	Grade One
Child 6	B	Grade Two	Child 7	B	Grade One
Child 10	G	Grade Two	Child 7	G	Grade Two

(b) Extensions of Single Journal Entries by Beginning Writers

1. Child 10: Grade One (1987-1988)

the cat is run and run
 ...
 ...and Buttons sitting
 the end

Buttons

February 9-10, 1988

- The mouse wants to go in the house
because the cat is outside...
- ...so you better remember the mouse
got killed.
- the elephant was at the zoo...
- ...I am going to the zoo...
- ...and we when't home...
- One day the cat brought a mouse in the
house...
- ...the mous in gon Kelly said...
- we are going to Disneyland...
- ...we are going away today.
- the cat is here Kelly...
- ...I like Buttons
the end.
2. Child 23: Grade One (1987-1988)
- Iv We wm in the bus...
- ...Ti is Tins dog and he...
- ...The dog pound he run in too a
fox...
- The Mouse
March 1-4, 1988
- The Zoo
March 14-16, 1988
- The Cat and the Mouse
March 17-18, 1988
- Disneyland
March 21-22, 1988
- The Loving Cat
April 8-11, 1988
- Tin's Dog
February 24-26, 1988

Sperm Whale

Look Fother a Whole.
is shooting.
pu are boat...

...But We fell.
back inot The Woter...

...Well it is trying ot eat me
Dut it didn't. like me...

...We have to go to the boat...

...Oh mates you Bot has to Loer the
lieboat...

...swame up two The top fo The
Atlantic Ocean...

I wit Too Cap -
tain Eeo...

...Captain Eeo siade pus the red
butn...

The big toe

The big Toe An old woman found a big
toe...

...down the road. saying, "I've got
my big toe..."

I Woted to go to the parck but my
Mother said on!...

...We rae going on a airplane O.K....

The airplane bst befer it crashed...

The Sperm Whale

March 4-21, 1988

Michael Jackson is Captain
Eeo

April 5-14, 1988

The Big Toe

April 26-28, 1988

The Park

May 2-3, 1988

Was a pona time...

Maid Marion

May 4-10, 1988

...little John,
Wu in a Tree...

...They saw a castle and They Wot
To it...

...and They wer Killed...

Ing and Oig and The fifty-five
monsters.

One day fifty-five monsters Wer
Wockeing through The Wus....

Ing and Ong and The Fifty-
Five Monsters

...ing and Ong got out of The bos of
the monsters ing cut id...

May 11-17, 1988

The Ean

3. Child 5: Grade One (1988-1989)

I made a Santa at Christmas Crafts^(R)

I like Christmas...

Christmas

Santa Claus

December 12-15, 1988

4. Child 7: Grade One (1988-1989)

Once apon a time there was a hauted
house.^S

When Mr. Ghost was walking home...^(S)

Mr. Ghost

Mr. Ghost didn't
t know what was going on...^(S)

September 13 -
November 27, 1988

Once upon a time there was a pig...^(R)

A Pig

...wen the pig trd urowd the pig saw
he had no tail

November 28 &
February 21, 1989

...he cud not fined his taill...

- Once upon a time ther was a boy... Tommy
 ...H went iN the pinMid... February 22 - April 13,
 ...the piMid it explod... 1989
5. Child 7: Grade Two (1988-1989)
- tobay my Sister's are holin the My Sister's Steer
 steers...
 ...my Sister She seld the sters... September 22-27, 1988
- Once a pone of time fer wus a foolish Foolish Little Squirrel
 little scwerl...
 ...Then thae hodid has. October 5-7, 1988
- Ouns apou oof time there was a mouse A Mouse and a Lion
 and a lion...
 ...They got into a fight! The mouse
 won! October 23 - November 7,
 The End^(S) 1988
- Ouns apoon a time there was a rat and A Rat and A Cat
 a cat...
 ...The cat was huger. November 28, 1988
- Once upon a time there was a witch and The Fox and The Witch
 a fox...
 ...and it was peeaceful in the forest. January 3-10, 1989
- Once upon a time... The Bear and the Deers
 ...he brot the fawn an a the
 grandmother to the zoo. February 2-3, 1988

Once there was a poor pig who had a
pritee daughter pig...

The Poor Pig

...I'll bee glad you mareed my
daughter...

May 13-29, 1988

...and they lifed happle ever afer.

(c) Summary

The five beginning writers demonstrated the compositional ability to extend/develop an initial journal entry over a period lasting two days or longer. Child 5 (Grade One: 1988-1989) developed a continuous series of affiliated journal entries only once ("Christmas": December 12-15, 1988). The briefest journal extension equalled two days. The longest journal extension spanned four months (Child 7: Grade One).

(d) Extensions of Single Journal Entries by Mature Writers

1. Child 1: Grade One (1987-1988)

Mi mothee ced to get a cat for Her and
i bot tow citins. Mom was mad

Mother

Mom is guna Hava Baby Her doder is
Fonien the nurse the baby all ryet
fell out

October 8-9, 1987

there is 4 days bfor Hellaween thers
bats and ghost is allso.

Halloween

thers skeletons allso

October 28-30, 1987

I'm a Mr mad Mi sister Is going to be
a pumpkin for Hallawen

Uncle

Today is My unckl yoberts birth-day
and we are guna phon him

unkl yober didnt antsur the phon toc
the kids to a basckit ball game

November 25-26, 1987

- good Morning evryone I Have a now Tety
Bear Hamster and Its Name is Snowwy
and Hes five wiks old...
- Snowy
January 4-5, 1988
- "Hello my name is W____" I "gave mr.
Benesh a valintine crde."
- on sunday is valentine's and it is a
speshl day by
- Valentine's Day
February 11-12, 1988
- There wer he five bears in the bed...
- ...and the little one said role over
role over...
- ...roled over and one falld out
then...
- Five Bears
March 2-8, 1988
- One day there was only one beutifeel
cat in the pet shop...
- ...then he went back home to rest
"Meow went the cat.
- The Lost Cat
May 20-26, 1988
- Once upon a time there lived a wick
and her dog...she didn't eat
children...
- ...BANG the dog was dead and the
hunter took the dogs fur home and then
the monster cried.
- The Dog Who Saw The
Monster
May 27-31, 1988
2. Child 4: Grade One (Term 1 unavailable) (1987-1988)
- We are lirning about ing ang and ong
- School
- Now we are ritting more setens on the
board
- January 7-8, 1988
- It will be Valentines day Sunday...
- Valentine's Day
- Tomarro well be our coser It will be
our Valentine assemblyty
- February 10-12, 1988

...and it is pink and red day

Rub-a dub-dub What's in the tub? A
boy. No more...^(R)

Rub-A Dub-Dub

...No water on the floor!" Oh Thor!
The End^R

March 22 - April 15, 1988

"Stop!" said the milkman,

Stop!

...Crash!^R

April 21-22, 1988

Here are Hansel and Gretal...^(R)

Hansel and Gretal

...you stay here, Hansel and
Gretal...^(R)

May 9-10, 1988

One day ing ang and ong went to the
park...

Ing Ang and Ong Go to the
Park

...so ing foned her and she came over
The End

May 11-12, 1988

20 + 4 = 24 15 + 9 = 24...
20 + 5 = 25 16 + 9 = 25...
20 + 6 = 26 16 + 10 = 26...

Number Stories

May 24-26, 1988

One day ing ang and ong were doing a
puzzle and they kept on doing it...

Ing Ang and Ong and the
Puzzle

...Yes said ing so they did
The End

May 17-28, 1988

One day Ing Ang and Ong went to
school...they got lost...

Ing Ang and Ong Get Lost
in the Jungle

The next day Ing Ang and Ong went to
the junegall...

June 1-6, 1988

...and the monster tripped over a
rock. The End.

- Elizabeth was a Beautiful princess.
She lived...^(R)
- ...and out popped the dragon's nose.^(R)
3. Child 1: Grade One (1988-1989)
- O___ t___ Lived an rat an Raccoon.
They Were misarbool...
- ...The Raccoon Was badly hurt. the
End of hes taoll Was sipet off...
- ...Then the woods Was covered with
foxs
- Once upon a time there lived a Wood
Lived a Big Giant...
- ...to fite Woke he told
the End
- There Lived a Family of Turkeys...
- ...They took Made-
land today
The End
- David was a little boy...
- ...it ate David
The End
- once teree lived a rabbit and a
Pony...
- ...he Liked rabbit Super...the End.
- One day in an old house...
- ...so the little bluebird sherd with
the mouse
Th end.
- The Paper Bay Princess
- June 13-15, 1988
- The Rat and the Raccoon
- September 21-27, 1988
- The Big Giant
- September 28-29, 1988
- The Midnight Turkeys
- October 3-4, 1988
- Bad Bad Boy
- October 7-12, 1988
- The Rabbit and the Pony
- October 13-16, 1988
- The Last Princess
- October 17-23, 1988

Once upon a time...

The Baby Panda Bear

...it was the biggest!
volcano!

November 2-3, 1988

What a beautiful world...^(R)

The Importance of Crocus

...and rolled to the ground like a
gigantic tyro...^(R)

January 6 - February 2,
1989

Berak time

Last night I sprand my ankle and was
crying all night...

Sick

...
...my eye hurts bader then ever

February 8-9, 1989

Once upon a time a baby princeis was
borne...

A Baby Princess

...Arroa mareyd Prince Phillop!!

April 5-16, 1989

Chapter 1

Once upon a time there was a
unicorn...

Queen Luinzae

...So the prince got marred to Luinzae
the next day. (But this isint the End
HEE HA
HEE HA!!!!

May 2 - June 28, 1989

Chapter 2 The Cat

When Queen Luinzae had her first
child...

...it was a moten lion!

4. Child 6: Grade Two (1988-1989)

Chapter 1

It was a brite summer morning. The veavers were all up and wor all redee to billd a dam.

How The Beaver Got Its Flat Tail

...It kract and tumbulled and ckrasht...

September 29 -
December 4, 1988

...a big log fel on the beavr and she struggled....

..that one and only beavr had a fllat taille...

...The hunter shot the gun...the hunter missed...

...so that is how the beavr got a fllat taille.

it was a Drke spooky night and the people were aslleap but there was a cupl things that were up...

Spooky Thing: How the Monster Got Its Name

...a honted hous that was wher the spooky thing lived...

December 5, 1988 -
June 28, 1989

...he saw something moving...a bat swooped down...

...To mmy tride to run away he cood not...

...the spooky thing...ran into the closit Tommy opind the closit...

...the spooky thing is coled a monster and he may still liv with Tommy and his Mother sill.

5. Child 10: Grade Two (1988-1989)

Once upon a time, a long long time ago
there lived a fox and a duckling...

The Fox and the Duckling

...He tried to run but the fox coult
him...

September 30 -
October 13, 1988

...his Dad went out with his gun and
shot the fox...

One morning the allegator family was
waking up.

How the Allegator Got His
Sharp Teeth

The more they trid, the sharper they
got and soon their teeth were sharp
The End!

November 16-27, 1988

Once upon a time there Live a little
girl...

The Little Girl Who Wanted
to Explore

...She said. "Father why can't I go
exploring...

December 16, 1988 -
January 9, 1989

...Eleven years later. Now Jenny was
20 years old...she had her own
apartment...

...she went to China. she went to
visit her relatives and her cousin...

I asked the zebra are you black with
white strips?

Zebra Question

...I will never ask a zebra a question
again.

March 1-6, 1989

The Three Little Pigs
Once upon a time...

The Three Little Pigs

...a wise one a smart one and a
dancing one...

May 5-14, 1989

...and I'll puff and I'll blow your
house down and he did.

Today I'm having a soccer game...	<u>Soccer Tournament</u>
...we won every game...	June 16-17, 1989
Once upon a time there was a unicorn he lived in the mountains...	<u>The Unicorn and the Python</u>
...when suddenly the unicorn heard a slithering in the grass...	June 21-28, 1989
The unicorn went back to the woods where he lived...	

(c) Summary

Clearly, all five of the young children designated mature writers exhibit the compositional ability to extend/develop an initial journal entry over a period lasting two days or longer. The briefest journal extension equalled two days. The most prolonged journal extension spanned seven months (Child 6: Grade Two), remaining unfinished at the conclusion of school term three.

Significantly, all of the five mature writers' longest journal extensions were imaginary descriptions involving animals/characters reacting to problems or entangled in a quest. The briefest journal extensions were factual recounts of activities related to pets, family, special occasions, number stories (addition patterns) or rewritten stories from reading pattern books (e.g. Rub-A Dub-Dub).

Similar to the extended journal writing entries of the five mature writers, the five beginning writers' longest journal extensions were imaginary descriptions involving animals/characters reacting to problems or entangled in a quest. Unlike the journal writing pattern established

by the mature writers, the beginning writers' shortest journal extensions related equally to factual or fictional content.

Collectively, the five mature writers initiated journal extensions earlier in the school year, than did the five beginning writers. The mature writers also extended/developed journal entries more frequently than the beginning writers. The average length of the journal extensions can not be only characterized by the compositional ability of the young writer. The average length of the journal extensions also correlated to either the factual or fictional nature of the journal content.

E. WILL THE IWA SUPPORT AND/OR SUPPLEMENT THE FINDINGS OF SIMILAR DOCUMENTARY ANALYSES IN THE RESEARCH LITERATURE?

1. Introduction

IWA tables can be used to provide journal content information supporting two recurring writing content strands evident in similar documentary analyses in the research literature. Those writing content strands are: (1) topic variations are related to sex differences, and (2) that a more "varied" and "sophisticated" writing content occurs as young writers mature with age. Topic variations include home and school content related to sex differences (Graves, 1975) and whether vehicular or animal subjects are preferred by young children in their spontaneous stories (Pitcher & Prelinger, 1963). The investigation of "varied" (Hall & Duffy, 1987) and "sophisticated" (Hipple, 1985) journal writing content over a one year period will be revealed as two Grade One children's entries are sampled throughout the 1988-1989 school year.

2. Home and School Content

Graves, in "An Examination of the Writing Processes of Seven Year Old Children" (1975) reports that the Grade Two boys tend to generate spontaneous writing related to secondary/extended themes and that Grade Two girls related to topics in the realm of primary territory. Graves defines primary territory as content "related to the home and school" (p. 236). The IWA can document the number of mentions related to both home and school, since they are two distinct classifications of the Material World content subcategory. Table 31 delineates the total number of references to either home or school, over the two year period of the study. The 233 Grade One children's journal content references to home and school have been included in the table, to augment the small Grade Two sample of 11 children.

TABLE 31

Journal Content References to Home
and School: 1987-1989

Subjects	Home	School	Total	Mentions/Child
1987-1988				
Grade One (9) Girls	4	61	65	7.22/girl
(17) Boys	22	114	136	8.00/boy
1988-1989				
Grade One (2) Girls	1	22	23	11.50/girl
(5) Boys	6	20	26	5.20/boy
Grade Two (10) Girls	12	117	129	12.90/girl
(1) Boy	0	0	0	0.00/boy

$$\chi^2 (5, N = 44) = 6.875, .20 < p < .30$$

Clearly, the 10 Grade Two girls referred to both home and school significantly more than the one Grade Two boy. The Grade Two boy composed 80.51% fictional content for the 1988-1989 school year. Furthermore only 2.54% of his factual journal writing content related to Material World content.

3. Vehicular and Animal Content

Pitcher and Prelinger (1963) reported that boys revealed a greater interest in vehicles than did girls in the spontaneous oral story content they generated, whereas girls preferred domestic animals as featured story entities. The IWA has documented the number of mentions related to imaginary and real vehicles. Table 32 outlines the total number of references to vehicles over the two year period of the study.

TABLE 32

Journal Content References to Imaginary
and Real Vehicles: 1987-1989

Subjects	Imaginary Vehicles	Real Vehicles	Total Vehicles	Mentions /Child
1987-1988				
Grade One (9) Girls	2	5	7	0.78/girl
(17) Boys	8	37	45	2.65/boy
1988-1989				
Grade One (2) Girls	0	0	0	0.00/girl
(5) Boys	13	17	30	6.00/boy
Grade Two (10) Girls	0	23	23	2.30/girl
(1) Boy	0	0	0	0.00/boy

$$x^2 (5, N = 44) = 9.340 \quad .05 < p < .10$$

Clearly, the 22 Grade One boys referred to vehicles more often than did the 11 Grade One girls, over the two year period of the study. The 10 Grade Two girls reversed that content trend significantly.

Journal recounts of factual animals and pets are outlined in Table 33. Results are mixed, with girls generating both the highest (10.90 per girl) and the lowest (4.50 per girl) proportion of journal entry references to the Animals and Pets content classifications, discounting the single mention composed by the Grade Two boy.

TABLE 33

Journal Content References to
Animals and Pets: 1987-1989

Subjects	Animals	Pets	Total	Mentions /Child
1987-1988				
Grade One (9) Girls	38	24	62	6.89/girl
(17) Boys	58	15	73	6.64/boy
1988-1989				
Grade One (2) Girls	9	0	9	4.50/girl
(5) Boys	45	4	49	9.80/boy
Grade Two (10) Girls	50	59	109	10.90/girl
(1) Boy	1	0	1	1.00/boy

$$\chi^2 (5, N = 44) = 42.278, p < .001$$

All references to both domestic and wild animals in fictional journal writing content, over the two year period of the study, are reported in Table 34.

TABLE 34

Journal Content References to Domestic and Wild Animals
in Fictional Journal Writing

Subjects	Animals	Animals	Total	Mentions /Child
1987-1988				
Grade One (9) Girls	28	71	99	11.00/girl
(17) Boys	19	82	101	5.94/boy
1988-1989				
Grade One (2) Girls	10	28	38	19.00/girl
(5) Boys	0	38	38	7.60/boy
Grade Two (10) Girls	35	62	97	9.70/girl
(1) Boy	0	14	14	14.00/boy

$$x^2 (5, N = 44) = 13.714, .01 < p < .02$$

The two Grade One girls (1988-1989) generated the highest proportion of journal entry references to the Domestic and Wild Animals content classifications related to fictional journal writing, with 19.00 per girl. Other than the single Grade Two boy's proportion of journal content references (14.00 per boy), girls' fictional journal writing related higher proportionately to animals than did boys' fictional journal writing over the two year period of the study.

4. Summary

The investigation of the journal entries specifically mentioning home and school determined 10.52 home and school mentions per girl and 7.04 home and school mentions per boy, over the two year period of the study, indicating the tendency that the 21 girls sampled related more often to home and school than the 23 boys.

Significant differences between the journal entries mentioning real/imaginary vehicles, attributable to sex differences were revealed. The investigation of the journal entries specifically referring to vehicles, determined 1.33 real and 0.10 imaginary vehicles mentioned per girl, with 2.35 real and 0.91 imaginary vehicles mentioned per boy. Interestingly, the 21 girls sampled mentioned imaginary vehicles a total of two times.

Correspondingly, the 21 girls composed journal entries relating more to imaginary animals, with 11.41 imaginary animals mentioned per girl, as compared to the 23 boys' average of 6.65 per child. There were no significant differences in the journal entries mentioning real animals (including pets), attributable to sex differences. The number of real animals mentioned is 8.57 per girl and 9.87 per boy, over the two year period of the study.

5. The Varied and Sophisticated Journal Writing Content of Two Grade One Children

(a) Introduction

The investigation of "varied" (Hall & Duffy, 1989) and "sophisticated" (Hipple, 1985) journal writing content, over a one year period, will be revealed by transcribing a sequential series of Grade One journal entries representing one month from each of the three school terms for 1988-1989. The complete entries over the three month sampling period will be drawn from the journal contents of Child 2 (boy) and Child 3 (girl). These particular children were selected because their journal entries clearly reveal contrasting rates of writing development, over a one year

period. The transcribed journal entries are presented in parallel columns, interspersed with summary comments relating to "varied" writing and content sophistication. For the purposes of this case study investigation, a "varied" journal content is any content distinguished by a variety of distinctive journal recounts. "Sophisticated" content is any content containing evidence of plot development (e.g. story problem; quest), the use of detailed descriptions and demonstrations of complex sentence usage. A shortcoming of many of the studies in this area is their failure to define the criteria upon which judgements with respect to "sophistication" and "variety" are made. The criteria used here are intended to add specificity to this question.

(b) Term One Journal Entries: September 12 - October 3, 1988

Child 2 and Child 3 joined the class in the second week of school. Child 3 details her summer holidays, catching a rat, turning six soon, violin lessons, brother Sean's activities, a former address and writing the alphabet. Child 2 recounts a summer spent with Grandparents, riding bikes, earning money, pastimes, recess news, Dad, television and appropriate behaviour.

(c) Child 2

(later transfer)

Child 3

September 12, 1988

I went to Mi Gramma
I Had Fan tra

September 13, 1988

I plad Wot Mi
Kiss_____ and _____ We had
to cam to the Far_____

September 14, 1988
I went with my G_____ (R)

September 15, 1988
This is a bed at Grandmas and
Grandpas (S)

September 16, 1988
the b_____

September 19, 1988
My Grandma bought me some cars (R)

September 20, 1988
the motorbike
I stared it up (R)

September 21, 1988
I'm going to my Nana's and Papa's with
my skate-board (S)

September 22, 1988
This is my Mother (S)

September 26, 1988
I got a bike (R)

September 14, 1988
I God Sars I Selp o_____
3 ni_____ and th_____ I
Hat to ca_____ to the
Far_____

September 15, 1988
I wat I s_____ a ni 3
d_____ s_____
The End (R)

September 16, 1988
I cit a rat
Et ws a Snn day I citt in
a cadr

September 19, 1988
Im 6 us_____ o_____ m'I
Br_____ is mo_____ the
st_____ I'm tace v_____
la_____ to mo_____. I
have _____ sm G_____
F_____ I w_____ to s_____
M'i Dad pa_____

September 20, 1988
M'I S_____ l_____ to
c_____ G_____

September 21, 1988
I w_____ to a p_____
R_____ E_____ w_____
F_____ t_____ I
w_____ to the m_____ I so
_____ a ca_____ at _____
M'I Fas_____ Hos_____ I ws

September 22, 1988
Sean Mi Batr Hee Bot_____
a Bcc_____ and He Vost
Hsoonon Ma_____ pe_____

September 26, 1988
la_____ Er_____ Sean my
Batr pa_____ Boo_____
He_____ ys_____
Ha_____ pee_____

September 27, 1988

Two golden loons^(R)
Jeremiah

September 28, 1988

It was last night
I went to the store^(S)

September 29, 1988

Two sleds^(R)

September 30, 1988

Mathew kicked me.^(R)

October 3, 1988

My bad as a car

October 4, 1988

I was watching T.V.^(R)

October 5, 1988

M D_____

This morning I had some toast^(R)

September 27, 1988

I Uots to leve in
Bregelake. Bregelake Was
in a Bue I Frands a tll
I like it

September 28, 1988

I like writing Sorres
I like writing Lots of
Sorres

September 29, 1988

Im going to Write the
alphabet
Aa Bb Cc Dd
ant bear camel deer
Ee Ff Gg Hh
Eskimo fish goat horse^(R)

September 30, 1988

Ii Jj
Indian jackolantern
Kk Ll Mm
kangaroo lion Monkey
Nn Oo Pp
nurse octopus penguin
Qq Rr Ss
queen raccoon Seal
Tt
turkey^(R)

October 3, 1988

Uu Vv
umbrella valentine
Ww Xx Yy
witch fox yo-yo
Zz
Zebra The End
ABCDEFGHIJKLMNPO
QRSTUVWXYZ^(R)

October 4, 1988

I am the Halpr

October 5, 1988

it is My Sister Birthday
to Day She is turning 4

October 6, 1988

I saw a bird's nest^(S)

October 7, 1988

Stanley hit my nose with a stick^(S)

(absent)

(absent)

October 13, 1988

I was playing
playing^(R)

October 14, 1988

I will try not to both anyone
especially Mr. Benesh^(S)

(d) Summary

The journal writing subject matter of the two children for the first month of Grade One was exclusively factual content. Child 2 related his journal entries to strictly current events, with the overwhelming majority of these entries either scribed by the teacher or copied from a teacher's printed transcript. The maximum journal entry length was 10 words. Child 3 varied her factual journal writing content by both recounting and anticipating special events/vacations. Her writing content frame of reference moved beyond home and school. Nearly all of her journal entries

October 6, 1988

My Sister Got a Cabbage
pach and Steck on Eirings
and Some Berbe Cooishs

(absent)

October 11, 1988

I Wat to My Gramma
My Mom Bot Me a Skirt

October 12, 1988

We Sad tar 2 Nits We Had
to Goo on the ferry Wan
We Wat home We Stopt at
Thelma's She hd a litte
Baby She Was 0 Tas Ho Oid
She Was

October 13, 1988

and She had three Other
Children tar Nam's were
Lindsay and Anthony and
Philip She Had 4 Children
We Hd Fan Wan we Wr Go

were created and composed independently. Several initial journal entries were extended over two or three days.

(e) Term Two Journal Entries: January 3 - February 14, 1989

Child 3 begins her term two journal entries by continuing to retell "The Three Little Kittens" story begun December 7, 1988. This story represents her third full-length retelling and became her first published story; after editing, it was recopied from her journal, bound and illustrated. The publishing of "The Three Little Kittens" took nearly three weeks. On February 7, Child 3 begins "The Bad Man", her fourth fictional journal writing account. Child 2 attempted five fictional journal entries in December (1988) but was unable to complete any of them (December 12, 1988: Once upon a time ther lived a elephant named Jhon). Child 2 begins the second school term with factual recounts regarding the weather, his home address and a classroom space unit.

(f) Child 2

January 3, 1989
 are mettes
 your
 mettes you
 naughty Kittens
 Now you shall
 have no pie
 meolw meolm
 meolm no you

Child 3

January 3, 1989
 Today is Tuesday adn it
 is my friend
 dirthday

January 4, 1989

Today is Wednesday and it was snowing

January 4, 1989

shall have no pie
Oh Mother dear
the three little kittens
fond their motters and
they began to cry see here
see here that we have fond
are motters. fond your
motters you silly kittens
now you shall have some
pie "Oh let us have some
pie!" perr perr perr

January 5, 1989

Today Thursday I Todd 5870

January 5, 1989

yes you shall have some pie
the three little kittens
suen set up the pie.
Oh Mother Dear we greatly
fear

January 6, 1989

Todd 5870

January 6, 1989

that we have soiled our
motters
Soiled your motters you
naughty kittens.
The three little

January 9, 1989

Todd 90
5870

January 9, 1989

kittens washed their motters.
Oh mother dear do you not
here that we have washed
are motters washed your
motters

January 10, 1989

The earth has craters on it^(S)

January 10, 1989

you good little kittens.
But I smell a rat close by
perr perr perr
Yes I smell a rat close
by"

THE END

January 11, 1989

The sun is hot.

January 12, 1989

How big is the sun?^(R)

January 16, 1989

I am going to have a nice day with my
dad Ken.^(R)

(Publishing "The Three
Little Kittens")

January 17, 1989

Today we are going to make spacesuits^(R)

January 18, 1989

The fox is trying to get a rabbit

January 19, 1989

Today is Thrusday and it is slippery outside^(R)

January 20, 1989

(Paper construction representing the sun.)

January 23, 1989

Today I am going to get a gold sticker^(R)

(Publishing "The Three Little Kittens")

Janauary 25, 1989

Today I am going to get a gold sticker^(R)

January 26, 1989

I
Corvette 1975^(S)

January 27, 1989

Today is Friday and I brought some toys to school

January 31, 1989

(Picture of a mad face.)

January 31, 1989

(Paper handle to pull out heart saying)
I love you

February 6, 1989

(Drawing of an oval shape)

February 6, 1989

(Incomplete brown paper construction)

February 7, 1989

it was sune outside and it was go to be a nice day

February 7, 1989

The Bad Man
I know a bad man,
a vary bad man.
Once the bad man robed a bank. There were police walking out side

February 8, 1989

(absent)

(absent)

(absent)

February 13, 1989

(Glue and pencil shavings)

February 14, 1989

A house^(R)

February 8, 1989

they saw the Bad Man the
Bad Man did not see the
police the police ran in
the bank they cot the Bad
Man. They tuk him to jail
But the Bad Man escaped.
When the police

February 9, 1989

saw that the Bad Man
escaped they were mad vary
mad. They were going

February 10, 1989

to find the Bad Man
They looked and looked but
they cod not find the Bad
Man. The Bad Man was in
a grbij can. The police
did not see the grbig can
the police were going to
giv up they were tring
arood wane they sow the
grbij can they were verey

February 13, 1989

ciit they wat too the
grbig can they oped it up
they soe the Bad Max they
cot the Bad Man they tuke
the Bad Man too jail agane
this time the Bad Man did
not escaped the Bad Man
saed in jail a long time
finle the pllice lat the
Bad Man be fre from jail.
the Bad Man was happy.
now the Bad Man isint
colled the Bad Man Becuis
he isit Bad enknee more
he is colled the Good Man
The Eed

February 14, 1989

Today is Valentine Day.
I got a pound puppye from
my Gramma it is a verey
lit prppery it has rad
pass and a wiat sirt with
litle hrts on it.

(g) Summary

Clearly, the differences in the variety of journal writing content and the sophisticated level of content presentation are more apparent this school term. Child 2 is limited to the journal entry retellings of immediate incidents rewritten in a brief manner. He is not composing several related sentences during any single journal writing session. His solitary fictional description was based on a class story. Correspondingly, Child 3 is a fluent writer, generating lengthy fictional content complete with elements of escape, search, capture and rehabilitation. She is publishing full-length retellings of her favourite stories. Each published story contains detailed descriptions, with a strong sense of author ("perr...I smell a rat close by").

(h) Term Three Journal Entries: June 1 - June 28, 1989

Child 3 completes her third term school entries with factual recounts of violin lessons/concert, a classroom field trip, a secret message, a birthday notice and her final published story, called "Sheila and Fred". Child 2 recounts several short family vacations and begins to count down the final days of school.

(i) Child 2June 1, 1989

this is a trick BMX Bike

Child 3June 1, 1989

Yesterday I had a violin concert my violin teacher and I played a doet only we sturted at the same time and she played defit nots. there was lots of children

(absent)

June 2, 1989

playing diffit
instruments. Oh bye the
wae my teacher and I
played Log, Log agow.
Here's a pecsher of my
violin.

June 5, 1989

I went to Calgary last Saturday and
I got a _____ Space Laser Gun.

June 5, 1989

This Wednesday is my last
violin lesin! For the
summer! And then I start
in the fall.

June 6, 1989

today I am going to my _____ friends

June 6, 1989

On Friday I'm going on a
fellda trip to the
vyodelife prak!

Me

June 7, 1989

(Picture of a house)

June 7, 1989

H_ M_ B_ _ _ _ _ !
o _ _e_ _o_ _?
I'_ _ _ _ e.

on the 11th is my
bruothers Birthday

June 8, 1989

I am going to Stanley's house along
the path and my Dad Is! going to fix
My! Bike!

June 8, 1989

and we are going to the
circus for it!

June 9, 1989

(absent)

June 10, 1989

(absent)

June 13, 1989

I went fishing with my Dad on
Saturday.

(Publishing "Jennifer Goes
To School" composed March
14 - 15, 1989)

June 14, 1989

I have a

June 15, 1989

(Picture)

from Jeremiah to Mr. Benesh

June 16, 1989

(absent)

June 19, 1989

(absent)

June 20, 1989

9 days intill school is over

YIPPY!

and

Yip!

June 26, 1989

I was in Van__couver 22.23.24.

June 28, 1989

to more days intill school is over

YIPPY!

and

Yip!

June 19, 1989

on Sunday I got a medoll
and a baj, and a free
habigr ticit

Ounes apou a time there
was a little pony named
Sheila It livd in a meddo
she was happy.

June 20, 1989

one day a nuther ponye
named fred came to the
meddol. he sal sheluhe
fell in love with her he
woked up to her, fred siad
Hi what yor name Shelu
siad Hi my name is shelv
whats yors fred siad my
name is fred. shela fell
in love with fred and then
they woked of together.
they

June 21, 1989

played in the meddol and
they livd happly evrer
after

THE End

(j) Summary

Child 2 has avoided fictional descriptions during the third school term. His last attempt at composing an imaginary story was January 18, 1989 ("The fox is trying to get a rabbit"). His journal entries are limited to the current events of family, friends and the impending summer holidays. Child 3 seems to have discovered a balance of factual/fictional journal entries, completing the publishing of "Jennifer Goes to School", recounting the winning of a soccer tournament badge and beginning her

final fictional description ("Sheila and Fred") during two consecutive journal sessions.

Since her initial entry on September 12, 1988 ("I went ot Mi Grmma I Had Fan tra") Child 3 has confidently composed factual/fictional journal content. Her journal entries have ranged from paper pullouts declaring "I Love You" and cloze messages ("H_ M_. B_ _ _ _!"), to investing three weeks of journal session time meticulously publishing "The Bad Man" narrative, complete with title page and author's notes.

The journal entries of Child 2 never varied markedly from his initial entry, "I went with my G_____"^(R)). Less than 2% of his total journal entries for 1988-1989 were fictional descriptions. His entries lack a strong sense of self, as though he duplicated the same entry format repeatedly. His journal reads like a simple diary, recording personal events as they happen.

The variety and sophistication of the journal writing content generated by these two Grade One children is indicative of the strong individual content preferences each of the 44 sampled children hold as each attends to the daily routine of journal writing.

6. How do the IWA findings compare to the published results from the study by Manning, Manning and Hughes (1987)?

(a) Introduction

The published results of Manning, Manning and Hughes (1987) are summarized in Table 27, adjacent to the relevant IWA findings. The Manning et al. research study sampled 20 Grade One children (boy/girl count not provided) from a cluster sample in a Birmingham, Alabama

suburban school. Journal writing was spontaneous during a daily session lasting 30 minutes. In order to make comparisons possible, this author calculated content percentages from the raw data published by Manning et al. Table 35 offers the percentage of content generated by the Grade One children sampled in the Manning et al. study, as compared to the percentage of content generated by the Grade One and Grade Two children sampled in this study.

(b) Comparison of Two Documentary Analyses

Collectively, the young children involved in the Manning study and this study composed spontaneous journal writing content on a wide variety of topics. The data generated content categories, used in the documentary analyses from both studies, attest to the wide variety of topics the children chose to write about. Similarly many of the young writers from both studies indicated strong preferences for particular types of journal content. In the Manning study, one child wrote personal content 71 out of 101 times (70.30%), while another wrote personal content 7 times out of 90 (8.91%). This study supports the notion that young children have strong writing content preferences, though the strength of topic choice appears to be more intense than in the Manning study. Child 7 (Grade One: 1988-1989) composed 0.65% (1^s mention count) of his writing content related to himself and 97.40% of his content associated solely with two imaginary characters. Child 11 (Grade One: 1987-1988) composed 100% of her writing content related to self in the first school term. Child 9 (Grade Two: 1988-1989) generated 0% fictional content in term two. Child 6 (Grade Two: 1988-1989) generated 0% factual content and 100% fictional content, also in term two.

TABLE 35

Comparison of Two Documentary Analyses:
Manning, Manning and Hughes (1987) and this study

Manning Study		IWA Findings	
Grade One	Grade One	Grade One	Grade Two
Informational Content 28.39%*	Informational Content 40.37%	Informational Content 30.03%	Informational Content 30.03%
Personal Content 36.64%	Personal Content 28.95%	Personal Content 34.81%	Personal Content 34.81%
Imaginative Content 4.70%	Imaginative Content 30.69%	Imaginative Content 27.16%	Imaginative Content 27.16%
Curriculum 8.80%	Curriculum 5.25%	Curriculum 8.97%	Curriculum 8.97%
Holidays 11.93%	Holidays 1.82%	Holidays 2.12%	Holidays 2.12%
Family 4.59%	Family 5.30%	Family 6.22%	Family 6.22%
Pets 1.73%	Pets 0.68%	Pets 2.16%	Pets 2.16%
Seasons 2.64%	Seasons 0.27%	Seasons 0.11%	Seasons 0.11%

* These figures represent my reading of the data from the Manning study. The Manning study labelled but did not define content categories/subcategories, therefore no chi-square test of significance was calculated.

Clearly, there are very significant differences in the children's content preferences as indicated in the data from both school journal content studies. Table 35 outlines significant variances in the composition of informational content and personal content, with a very significant difference in the quantity of imaginative content generated (29.99% difference between the contrasted Grade One content proportions from the two studies). Table 35 also compares specific information content subcategories (Curriculum; Holidays; Seasons) and specific personal content subcategories (Family; Pets), to further highlight the very significant differences in the proportions of content generated by the young children.

Common to both content studies, beginning writers 'drew' a higher proportion of Pictures and 'wrote' more Unclear entries than did mature writers. Interestingly, at times both beginning and mature writers copied and/or related stories periodically throughout the school year, though beginning writers are documented as having copied a higher proportion of journal entries, as compared to the journal content of mature writers (refer to Tables 24 and 25, which outline beginning writers' content and mature writers' content, respectively).

Manning et al. briefly noted that "copying was contagious", that when one child initiated a copying behaviour, "several other children followed" (p. 313). This author has witnessed reams of textual reproductions launched by one child and influencing others to do the same. Child 8 (Grade One: 1987-1988) copied 47.62% of his total mention count in term one, 53.13% of his total in term three. One-third (33.33%) of his total mention count was notated R (41^R 123); this is incredible in view of

the fact that a copied passage receives one mention per daily entry, while entries created and composed may receive numerous mentions.

This author believes that other writing behaviours are "contagious" too. Child 6 (Grade One: 1988-1989) pioneered paper construction to illustrate a tent on January 19, 1989. Child 2 (Grade Two: 1988-1989) initiated the use of glue/pencil shavings (labelled "smoshy's" by the children) to adorn journal entries six days later. Child 2 also was the first to use crayon rubbing techniques to scratch or duplicate illustrations/words. These variations spread throughout the class.

(c) Summary

Clearly, both journal content studies confirm that young children can select their own writing topics. Children select topics with varying degrees of confidence and preference, and compose journal entries with different levels of writing ability, yet both studies emphasize that they generally enjoy daily journal writing sessions. That sense of enjoyment permeates so many of the journal accounts and narratives:

I like writing
Sorres
I like writing
Lots of sorres

(Child 3: Grade One)

7. Summary of Findings

Chapter IV catalogued the analysis of 44 young children's spontaneous writing content by the IWA instrument, by providing data representing all the topics all the children wrote about in their school journals. The

classification and tabulation of journal writing content over the two year period of the study can be summarized as follows:

(a) IWA Instrument

(1) The IWA is a research instrument, which can effectively plot substantial quantities of journal writing content over brief/extended time periods.

(2) The IWA instrument content categories can itemize subject matter into narrow classifications (e.g. Home/Address - Phone No.).

(3) A simplified version is needed for practical classroom use on a daily basis.

(b) Factual/Fictional Journal Content

(1) Factual/fictional variations attributable to sex differences over the two year period of the study are significant. The 21 girls composed 72.59% factual and 27.41% fictional journal writing content. The 23 boys composed 67.92% factual and 32.08% fictional content.

(2) Factual/fictional variations attributable to grade differences are significant. The 33 Grade One children composed 69.32% factual and 30.68% fictional content. The 11 Grade Two children composed 72.84% factual and 27.16% fictional content.

(3) Factual/fictional variations attributable to children of widely separated birthdates are not significant. The six youngest children generated 72.17% factual and 27.83% fictional content. The six oldest children generated 70.44% factual and 29.56% fictional content.

(4) Factual/fictional variations attributable to reading proficiency are not significant. The five early readers generated 65.23% factual and 34.77% fictional content. The five late readers generated 62.57% factual and 37.43% fictional content.

(5) Factual/fictional variations attributable to writing ability revealed the most marked difference. The five mature writers composed 54.03% factual and 45.97% fictional content. The five beginning writers composed 61.08% factual and 31.22% fictional content.

(c) Journal Writing Content Categories

(1) Content category variations attributable to sex differences over the two year period of the study indicate significant journal entry preferences. The 21 girls composed (in order of preference) 38.67% General Account Content, 33.92% Diary Content and 27.41% Storybook Content. The 23 boys composed (in order of preference) 40.76% General Account Content, 32.08% Storybook Content and 27.16% Diary Content.

(2) Content category variations attributable to grade differences indicate significant journal entry preferences. The 22 Grade One children generated (in order of preference) 40.37% General Account Content, 30.68% Storybook Content and 28.95% Diary Content. The 11 Grade Two children generated (in order of preference) 34.81% Diary Content, 30.03% General Account Content and 27.16% Storybook Content.

(3) Content category variations attributable to children of widely separated birthdates indicate marked journal entry preferences. The six youngest children composed (in order of preference) 42.92% General Account

Content, 29.25% Diary Content and 27.83% Storybook Content. The six oldest children composed (in order of preference) 38.76% General Account Content, 31.68% Diary Content and 29.56% Storybook Content.

(4) Content category variations attributable to reading proficiency indicate significant journal entry preferences. The five early readers generated (in order of preference) 34.77% Storybook Content, 32.81% Diary Content and 32.42% General Account Content. The five late readers generated (in order of preference) 37.43% Storybook Content, 34.20% General Account Content and 28.37% Diary Content.

(5) Content category variations attributable to writing ability indicate very significant journal entry preferences. The five mature writers composed (in order of preference) 45.97% Storybook Content, 27.10% General Account Content and 26.93% Diary Content. The five beginning writers composed (in order of preference) 38.92% Storybook Content, 31.22% General Account Content, and 29.86% Diary Content.

(d) Proportion of Mention Count

(1) Mention count variations attributable to sex differences over the two year period of the study, indicate significant differences in the distribution of scribed (S) mentions, rewritten (R) mentions and those mentions both created and composed by the young writer. The 21 girls generated a mention count of 176^S 316^R 4266 or 3.70%^S 6.64%^R 89.66%, expressed as a percentage proportion. The 23 boys generated a mention count of 519^S 1257^R 2520 or 12.08%^S 29.26%^R 58.66%, expressed as a percentage proportion.

(2) Mention count variations attributable to grade differences indicate striking differences in the distribution of mentions. The 33 Grade One children generated 694^S 1520^R 4098 or 10.98%^S 24.20%^R 64.82%, expressed as a percentage proportion. The 11 Grade Two generated 1^S 43^R 2688 or 0.04%^S 1.57%^R 98.39%, expressed as a percentage proportion.

(3) Mention count variations attributable to children of widely separated birthdates indicate significant differences in the distribution of mentions. The six oldest children generated 1^S 33^R 1434 or 0.07%^S 2.25%^R 97.68%, expressed as a percentage proportion.

(4) Mention count variations attributable to reading proficiency indicate significant differences in the distribution of mentions. The five early readers generated 50^R 1230 or 0.00%^S 3.91%^R 96.09%, expressed as a percentage proportion. The five late readers generated 414^S 268^R 90 or 53.63%^S 34.71%^R 11.66%, expressed as a percentage proportion.

(5) Mention count variations attributable to writing ability indicate significant differences in the distribution of mentions. The five mature writers generated 24^R 1179 or 0.00%^S 2.00%^R 98.00%, expressed as a percentage proportion. The five beginning writers generated 108^S 254^R 599 or 11.24%^S 26.43%^R 62.33%, expressed as a percentage proportion.

(e) Content Classified as Picture Only

(1) Variations in the amount of journal entries classified as picture only, attributable to sex differences over the two year period of the study, are significant. The 21 girls 'drew' 448 Pictures, 33.21% of the total number of pictures drawn by the study's 44 children (21.33

pictures only per girl). The 23 boys 'drew' 901 Pictures, 66,79% of the total number of pictures drawn (39.17 pictures only per boy).

(2) Variations in the amount of journal entries classified as picture only, attributable to grade differences, are also significant. The 33 Grade One children 'drew' 1207 Pictures, 89.47% of the total number of pictures drawn (36.58 pictures only per Grade One child). The 11 Grade Two children 'drew' 142 Pictures, 10.53% of the total number of pictures drawn (12.91 pictures only per Grade Two child).

(3) Variation in the amount of journal entries classified as picture only, attributable to children of widely separated birthdates, are significant. The six youngest children 'drew' 256 Pictures, 76.65% of the total number of pictures drawn (42.67 pictures only per youngest child). The six oldest children 'drew' 78 Pictures, 23.35% of the total number of pictures drawn (13.00 pictures only per oldest child).

(4) Variations in the amount of journal entries classified as picture only, attributable to reading proficiency, are significant. The five late readers 'drew' 30 Pictures, 11.72% of the total number of pictures drawn (6.00 pictures only per early reader). The five late readers 'drew' 226 Pictures, 88.28% of the total number of pictures drawn (45.20 pictures only per late reader).

(5) Variations in the amount of journal entries classified as picture only, attributable to writing ability, are significant. The five mature writers 'drew' 13 Pictures, 9.56% of the total number of pictures drawn (2.60 pictures only per mature writer). The five beginning writers

'drew' 123 Pictures, 90.44% of the total number of pictures drawn (24.60 pictures only per beginning writer).

(f) Content Classified as Unclear

(1) Variations in the amount of journal entries classified as unclear, attributable to sex differences over the two year period of the study, are significant. The 21 girls 'wrote' 326 Unclear entries, 48.01% of the total number of unclear entries generated by the study's 44 children, equalling 15.52 unclear entries per girl. The 23 boys 'wrote' 353 Unclear entries, 51.99% of the total number of unclear entries (15.35 unclear entries per boy).

(2) Variations in the amount of journal entries classified as unclear, attributable to grade differences are significant. The 33 Grade One children 'wrote' 672 Unclear entries, 98.97% of the total number of unclear entries, 20.36 unclear entries per Grade One child. The 11 Grade Two children 'wrote' seven Unclear entries, 1.03% of the total number of unclear entries (0.64 unclear entries per Grade Two child).

(3) Variations in the amount of journal entries classified as unclear, attributable to children of widely separated birthdates, are significant. The six youngest children 'wrote' 225 Unclear entries, 99.56% of the total number of unclear entries (37.50 unclear entries per youngest child). The six oldest children 'wrote' only 1 Unclear entry, 0.44% of the total number of unclear entries (0.17 unclear entries per oldest child).

(4) Variations in the amount of journal entries classified as unclear, attributable to reading proficiency, are significant. The five early readers 'wrote' 32 Unclear entries, 25.81% of the total unclear entries (6.40 unclear entries per early reader). The five late readers 'wrote' 92 Unclear entries, 74.19% of the total unclear entries (18.40 unclear entries per late reader).

(5) Variations in the amount of journal entries classified as unclear, attributable to writing ability, are significant. The five mature writers 'wrote' two Unclear entries, 1.45% of the total unclear entries (0.40 unclear entries per mature writer). The five beginning writers 'wrote' 136 Unclear entries, 98.55% of the total unclear entries (27.20 unclear entries per beginning writer).

(g) Majority of Journal Entries

(1) Thirty-six of the 44 children sampled in the study, composed a majority (+50.01%) of their spontaneous journal entries related to a single content category over one/more school term(s).

(2) The children who achieved a majority of journal entries during one/more school term(s) related overwhelmingly to the General Account Content category, followed by the Storybook Content and Diary Content categories.

(h) Young Writers' Commentaries on Events

(1) Beginning writers' journal content failed to shift significantly from a general account of events to comments on the meaning and

importance of those events during either one of the two school years documented.

(2) The 11 Grade Two children regularly commented on the meaning and the significance of events recounted in their journals. Remarks/comments surfaced in both factual and fictional entries.

(i) Journal Entries Specifically Mentioning Home and School, Vehicles and Animals

(1) Variations in the mentioning of home and school subject matter, attributable to sex differences, are significant, over the two year period of the study (10.52 home and school mentions per girl; 7.04 home and school mentions per boy).

(2) Variations in the mentioning of real and imaginary vehicles, attributable to sex differences, are significant (1.33 real and 0.10 imaginary vehicle mentions per girl; 2.35 real and 0.91 imaginary vehicle mentions per boy).

(3) Variations in the mentioning of real animals, attributable to sex differences are not significant (8.57 real animal mentions per girl; 9.87 real animal mentions per boy).

(4) Variations in the mentioning of imaginary animals, attributable to sex differences are significant (11.41 imaginary animals per girl; 6.65 imaginary animals per boy).

(j) Variety and Sophistication of Journal

(1) This study establishes that young children write about a wide range of topics in their journals.

(2) The range of individual content preferences related to a single content category over one school year is significant. Expressed as a percentage proportion, the minimum and maximum amount of journal content related to a content category are: General Account Content (1.95%: Child 7, Grade One, 1988-1989 to 53.66%: Child 8, Grade One, 1987-1988); Diary Content (0.65%: Child 7, Grade One, 1988-1989 to 51.30%: Child 2, Grade One, 1988-1989); Storybook Content (1.04%: Child 2, Grade One, 1988-1989 to 97.40%: Child 7, Grade One, 1988-1989).

(3) The range of individual content preferences related to either factual or fictional journal entries over one school year is significant. Expressed as a percentage proportion, the minimum and maximum amount of journal content related to factual entries are: 2.60%: Child 7, Grade One, 1988-1989 to 98.96%: Child 2, Grade One, 1988-1989. Expressed as a percentage proportion, the minimum and maximum amount of journal content related to fictional entries are: 1.04%: Child 2, Grade One, 1988-1989 to 97.40%: Child 7, Grade One, 1988-1989.

(4) The study illustrates many patterns of development related to increasing writing sophistication. If writing sophistication is "measured" according to the total number of journal entries consisting of a picture only, over one school year, the minimum and maximum number of picture only entries are 0: Child 6, Grade Two, 1988-1989 to 108:

Child 11, Grade One, 1987-1988. If writing sophistication is "measured" according to the proportion of problems contrived in the fictional descriptions composed, over one school year, the minimum and maximum problem/description proportions are 0/10: Child 22, Grade One, 1987-1988 to 15/22: Child 10, Grade Two, 1988-1989.

(k) Comparison of Two Documentary Analyses

(1) The following writing content attributes were common to this study and that of Manning, Manning and Hughes (1987) study:

(a) Young children generate journal entries on a wide variety of topics.

(b) Many young children indicated strong content preferences.

(c) Beginning writers 'drew' a higher proportion of picture only journal entries than did the mature writers.

(d) Beginning writers 'wrote' a higher proportion of unclear entries than did the mature writers.

(e) Beginning and mature writers copied and/or retold stories periodically throughout the school year.

(f) Beginning writers copied a higher proportion of journal entries, as compared to the journal content of mature writers.

(g) The copying of factual/fictional material was often a contagious behaviour.

(2) The two studies differ on the following points:

(a) Proportion of informational content attribute to the Grade One children involved in each study (Manning et al. study: 28.39% informational content; Benesh study: 40.37% informational).

(b) Proportion of personal content attributable to the Grade One children involved in each study (Manning et al. study: 36.64% personal content; Benesh study: 28.95% personal content).

(c) Proportion of imaginative content attributable to the Grade One children involved in each study (Manning et al. study: 4.70%; Benesh study: 30.69%).

Chapter V will provide a brief restatement of purpose, a summary restatement of key findings with interpretations, implications for practice and recommendations for future research.

CHAPTER V - SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

A. RESTATEMENT OF THE PURPOSE OF THE STUDY

Although children's writing has received rigorous research attention, there remain areas that have been only superficially explored. One such writing area is the analysis of content, that is, the specific topics and ideas mentioned within a number of written selections and the range of subject matter written about by a particular child or group of children.

This study was designed and undertaken to construct an informal writing analysis (IWA) in order to classify and tabulate school journal entries into content categories. The purpose of constructing an informal writing analysis was to both discover and inventory the variety and range of the spontaneous school journal content of a total of 33 Grade One and 11 Grade Two children over the two year period of the study.

The ensuing discussion will focus on the hypotheses and research questions which directed the design, construction and use of the informal writing analysis.

B. RESTATEMENT OF KEY FINDINGS

1. Is the IWA developed during this study a workable tool for classroom teachers to systematically analyze young children's school journal entries?

This study assumes that school journal writing content will harbour topics which reflect children's needs and interests, to some degree. The documenting of young children's school journal writing content was initiated by the curricular desire to determine children's needs and

interests, in order to enhance the merging of a classroom's prescribed curriculum with children's personal agendas.

The construction, testing and refinement of the IWA was launched by the recognition of and the respect for individual differences amongst young children and this author's desire to empower those differences. Such an empowerment may ultimately lead to a more self-directed, "learner-driven" curriculum. The advocacy of young children's unique needs and interests in order to fuel curriculum revision requires documentation gathered from the classroom context. The IWA instrument developed during this study may support/supplement documentary research knowledge regarding the spontaneous writing content of young children, but it is not a workable tool for classroom teachers, in its present form. This IWA is a research instrument.

The research-based IWA is not a practical tool for the classroom teacher to sample the variety and range of writing content generated by young children. IWA content findings are delayed by the complicated recording procedures required to classify and tabulate writing topics/subject matter. The IWA content findings may profile the writing content particularities of clustered group samples and individual children, yet the determination of those findings occur long after the writing act. The research-based IWA is not immediately personal. The laborious content analysis procedures associated with the IWA instrument, deny the immediate, personally meaningful curricular support/feedback to the children. The instrument interferes with a teacher's rapid recognition of young children's needs/interests as recorded in their daily spontaneous

writing. The mutually-supportive and complimentary role of a teacher co-learning with student(s) is prohibited.

2. Will the IWA highlight the journal content differences between individuals and between groups of individuals?

The IWA instrument effectively highlights variations in the quantity and disposition of young children's writing content attributable to sex differences, grade differences, widely separated birthdates, reading proficiency and writing ability. The inclusive sampling of the children's journal entries over a two year period is a strength of the documentary investigation. The IWA instrument's facility to analyze the imposing sampling volume is a strength of the research tool.

The design of the IWA allows for the collection of vast quantities of raw content data. The enumeration of thousands of surface content mentions, to be classified and collated in juxtaposition, permits ready comparison of selected groups of children's writing content. The data-generated mechanisms of the IWA instrument have been validated through repeated use and continuous refinement over an 18 month period. The validation process will resume with renewed writing content sampling in the future.

(a) Will individuals compose a majority (+50.01%) of their journal entries related to a single content category over one/more school term(s)?

When afforded the opportunity to express themselves spontaneously, the young children's journal writing content profiles diverged substantially. Clearly, every child generated a uniquely distinct composite of writing content. Correspondingly, the analysis of the aggregate topical

diversity generated by young children over a two year period indicates that those children commonly exhibit strong writing content preferences. A majority of the children in each of the two school years investigated, composed more than half of their journal entry content related to a single content category over one/more school term(s) (Tables 4, 5, 6). The majority of these children favoured the General Account Content category of the IWA.

It seems that those young children who exhibited strong writing content preferences, composed a majority of factual writing recounts, rather than fictional stories. This study assumes that spontaneous school journal writing content mirrors children's needs/interests to some degree. The young children who exhibited strong writing content preferences were chronicling a written record of factual information that was personally meaningful to them.

- (b) Are there differences in the content produced by boys as compared to girls? If so, what is the nature of these differences?

Clear compositional characteristics emerge from the journal content data accumulated from the daily spontaneous writing conditions present over the two year period of the study. The bulk of the journal entries produced by the young subjects consisted of factual recounts (Tables 7, 8, 9). A well-defined distinction in the percentage proportion of factual/fictional writing content owing to sex differences emerges from the data analysis. Girls composed more factual spontaneous writing than boys. Boys generated more fictitious spontaneous writing than girls.

(1) Girls' Journal Content

Older girls, especially those deemed mature writers, produced proportionately more factual and less fictitious spontaneous recounts, than the younger girls. Clearly, the developmentally advanced girls (based on age, writing ability, reading proficiency) did not move away from realistic subject matter when writing, a tendency detected by preceding writing content research studies (Graves, 1975). Instead, the gradual inclination toward reality-based spontaneous writing by developmentally advanced girls may be interpreted by two reciprocal writing content trends. The first content trend is clearly documented. Nearly every data table outlining cluster samples of children's writing shows enormous disparity between the journal content related to self (Diary Content), in favour of all the girls sampled. Notably, that disparity interval widens when only the developmentally advanced girl's content is used for comparison (Table 8). Frequent, detailed, often frank disclosures ("my Dad was drunk las night") of family experience permeate the girls' Diary Content entries. Communication of companionship ("My best friend is Beth!"), social relationships ("I like...") and socially acceptable behaviour ("...he fights"; "she is nice and kind") are common socialization themes in girls' spontaneous stories. This confirms trends noted by Ames (1966) and Pitcher and Prelinger (1963).

The second writing content trend, attributable to the developmentally advanced girls, is the 'drying up' of imaginary story ideas in the second and third school terms (1988-1989). Repeatedly, the "I can't think of a story" journal entry precipitated a movement toward the 'novelty' entry. Novelty journal entries include puzzles, codes, cloze activities,

paper pop-ups and glue/pencil shaving "smoshys", each of which was initiated and/or sustained by the developmentally advanced girls. This author interprets the invention of novelty journal entries as a natural reaction to the repeated daily journal session requirements and their implied writing expectations. Since they had extensively published "epic" narratives the year before, the developmentally advanced girls invented writing strategies/topics to fill a content void. While the younger girls eagerly published journal extensions lasting several days, many older girls invented/copied novelty entries to fill blank journal pages ("One page [to go] until the Middle"). The novelty entry trend is clearly documented as being contagious amongst a core of the developmentally advanced girls.

2. Boys' Journal Content

Boys generated more fictitious spontaneous writing than girls. In the first year of the study (1987-1988) the 17 boys caused journal sessions to be electric. Negotiations between collaborative camps of boys regarding jungle quests ("ing, ang and ong wet in the gugi and They found a treasure box"), life and death struggles ("a shock [shark] is eating. Well it is trying to eat me...it is spitting me out") or life as a superhero ("I am superman. I can fly") continued long into each writing session.

The generating of fictitious journal writing subject matter needed a content support system to nurture the boys' movement away from realistic themes. Audience approval, nurtured, aided and abetted the boys' pilgrimage toward active, aggressive, fictitious writing content. The

journal writing audience components include classroom peers, classroom teacher and family members. Each member-component of the audience support group validated and sustained the boys developing extended subject matter themes.

The daily writing share sessions (1987-1988 school year only) gave young authors a voice. The question and answer forum of the 'writer's stool' classroom activity provided for a serious accounting of the boys' journal content intentions. The ready audience for the unrevised writing served to offer respect and admiration for an author's risk-taking. Not unlike the omnipotent story characters they conjured, the boys confidently ventured out into previously forbidden territory, each foray's success confirmed by indepth interviews from rapt young listeners.

Journal stories featured during the daily share sessions were photocopied, commented on by this teacher and sent home immediately. Parents would regularly remark positively on their child's story formatting, writing processes (e.g. inventive spelling) and/or journal content. Each day, that day's classroom helper's journal entry was transcribed and illustrated on large chart paper. This teacher would collaborate with the children to develop a language lesson from the charted journal story, which would then be signed by the child and displayed in the school's hallway for the benefit of a wider audience. Often classroom dramatizations and role playing demonstrations would be developed from favourite journal stories.

The process of an audience validating a young child's story content experimentation was gradual. As evident from Table 4, the majority of the boys (13 to 17) exhibited a strong writing content preference. Upon

entering a classroom featuring daily spontaneous writing. Eleven of the 13 boys who favoured a single content category in the first school term, wrote General Account Content. By the end of the second school term only three boys predominantly elected to write General Account Content. The conclusion of the third school term left only two boys favouring General Account Content. The boys' graduated movement away from realistic content themes, with unequivocal audience support, needed an interactive association to collaborate on story themes. The classroom lines of student communication crackled with intense dialogue over the nature/direction of journal writing content, transmitting an infectious sense of writing purpose.

The six boys in the second year of the study (1988-1989) lacked the social cohesiveness so prevalent with the boys sampled a year earlier. They were a numerical minority in the classroom, fragmented by an absence of a common writing purpose. Only three of the boys collaborated regularly to offer mutual support. The six boy's high pictures only count (Table 13) in combination with a low unclear entry tally (Table 14) suggests a lack of experimentation, stifling most opportunities for writing content momentum. Their overall inability to create and compose journal entries independently of this teacher (mention count, Table 12), led to few lengthy journal entries related to one topic. As beginning writers, the five Grade One boys rarely published (or wished to publish). Since the publishing of stories supplanted the daily shared writing sessions of the year before, these boys lacked the overt expressions of approval a wide audience can provide; the same approval and reception enjoyed by the 17 boys a year before. Clearly, the writing conventions

comprising publication intimidated the five Grade One boys during the second year of the study. Publication did not offer the immediate, spontaneous approval of a large live audience, applauding each journal writing episode.

- (c) Are there differences in the content produced by children of widely separated birthdates; more particularly are there differences in the content produced between the Grade One versus the Grade Two children sampled in this study?

An examination of the journal writing data attributable to age (widely separated birthdates; grade placement) relocates the many statistically significant differences into one of two broad aspects of writing, namely composition and transcription. Composition, as explained by Smith (1982) is the process of a writer composing ideas, words and syntax, whereas transcription is the physical act of a writer recording ideas, words and syntax in a conventional manner, so as to be understood by a reader. The tension between these two aspects of writing emerges from the data analysis and plays a pervasive role in spontaneous journal writing. The ensuing discussion regarding the differences in content attributable to age will focus on the writing aspects of composition and transcription.

1. Composition

Analysis of the journal content data reveals significant factual/fictional variations attributable to age over the two year period of the study. First, the six youngest children generated more factual content than the six oldest children. This content finding appears to contradict the journal writing trends postulated earlier relating to journal content

fluctuations associated with sex differences. Those compositional trends are: (1) the Grade One boys (1987-1988) gradually moved toward imaginary journal writing content, supported by a positive audience response, and (2) the developmentally advanced Grade Two girls (1988-1989), grappling with boredom and repetition, created the "novelty entry". Secondly, the Grade Two children generated more factual content than the Grade One children. This content finding appears to possibly contradict the first of the two postulated compositional trends. However, the content data must be interpreted with a clear vision of the situational classroom context unique to each year of the two year study. Then, and only then, can an agreement between the data analysis and the postulated compositional trends be interpreted.

2. The Six Youngest Children Generated More Factual Content...

The six youngest children (five boys; one girl) entered Grade One with strong writing content preferences, favouring factual journal recounts, relating a majority of their journal entries to General Account Content. They averaged 81.35% factual/18.65% fictional journal content during the first school term. The gradual content movement toward imaginary subject matter by the class as a whole, and the boys in particular, resulted in a 51.46% factual/48.54% fictional content proportion by the completion of the third school term. Stating that the 26 Grade One children generated 69.32% factual/30.68% fictional journal writing content for the school year, clearly ignores the continuous progress of a compositional trend nurtured (in large part) by a keen audience.

3. ...Than the Six Oldest Children

Five 'developmentally advanced' girls were included as part of the six oldest children sampled. The solitary boy composed 80.51% fictional journal content for the school year, which when calculated with the girl's content proportions created a 70.44% factual content average for the sampled group's school year. The five 'developmentally advanced' girls, one of which spearheaded the novelty entry content trend and invented the glue/pencil shavings 'smoshy', averaged a startling 80.56% factual content for the school year however. Clearly, there are tremendous individual differences behind the clustered data samples.

Often the data analysis appears crude when the statistics are not juxtaposed with situational interpretation to ferret out developmental shifts in young children's writing. Though the Grade Two children generated more factual writing than the Grade One children over the two year period of the study, this content statement needs to be qualified by the two compositional trends. The effect of the imaginary narratives generated by the Grade One children (1987-1988) in association with the momentum of the novelty entry sustained by the Grade Two girls (1988-1989) was clearly substantial. Comparing data for the final school term in each of the two years investigated, the Grade Two children generated significantly less fictional and significantly more factual content than the Grade One children, as compared to either of the first two school terms.

4. Transcription

The notion of classifying/tabulating a mention count (S^R) and a mention count expressed as a proportion ($\%S^R$) came relatively late in

the refinement of the IWA instrument. Documenting the manner by which young children recorded their spontaneous journal compositions was not an original research intent. Notating (^S ^R) the types of transcription began as an annoying (but necessary) by-product of content analysis. It became apparent that an accurate recording of the data would not be possible if this transcription information was ignored. The following interpretation of mention count variance considers transcription differences attributable to the age of the writer.

5. Transcription Differences Attributable to Age

The IWA instrument's transcription notations may permit a more informed interpretation of writing content data. Transcription information offers a telling counter-balance to the extensive compositional analysis--an obligatory eavesdropping into the journal writing episode. Spontaneous daily journal writing is hard work for many young children. Each journal session is laden with various expectations (recording date, filling blank pages sequentially, audience approval, publication goals, personal criteria) and many constraints (transcription speed, session time, communicating with teacher/peers, generation of ideas/words) acting against the very writing spontaneity each child is attempting to achieve. Journal writing is a highly skilled language activity. Every opportunity to assist young children with the expectations/constraints inherent with journal writing should be taken.

The mention counts attributable to the age of the writer (Tables 17, 21) can best be interpreted from two perspectives. First, the high proportion of scribed (^S) and rewritten (^R) journal entries affiliated with

the youngest writers is indicative of the transcription strategies they apply to journal writing expectations and constraints. Dictation and copying are natural coping strategies for many children confronted with frequent writing acts. Secondly, the high proportion of scribed/rewritten journal entries reflects the successful resolution of the transcription difficulties they confronted daily. Clearly, the younger writers developed transcription strategies to meet their journal writing needs through repeated teacher and peer language demonstrations.

As the scribed and rewritten notations disappear from the content data over the course of a school year, so too does the tension between composition and transcription diminish for many young writers. Gradually then, as the young children cast and recast writing content on a daily basis, they in turn are being moulded by that writing experience into competent writers, continually improving their ability to communicate.

(d) Are there differences in the content produced between early versus late readers?

The factual/fictional content percentage proportions attributable to reading proficiency were not significantly different. The substantive variations between the five early readers sampled and the five late readers sampled occurred in the quantity (mention total per child) and the quality (story elements per narrative) of the writing content generated.

1. Quantity

The early readers composed nearly twice the mention total (per child) than the late readers. The early readers' higher mention density per journal entry correlates with a correspondingly low pictures only and

unclear entries per child. No mentions were scribed for the early readers. Fully half of the late readers' journal mentions were scribed by this teacher. Nearly ten months of journal writing generated only 154 mentions per child--less than one mention per journal session. Writing sessions were spent illustrating ideas and waiting for this teacher to scribe an entry.

2. Quality

The five early readers wrote relatively good stories. These children revealed a level of control over the transcription aspect of writing, which enabled them to experiment with a multitude of story themes (quest, friendship, love, death, abandonment, loss, rescue) within many story genres. Story coherence did not suffer as a result of story length. Tables 22, 23 and 24 all indicate the extent of the early readers' experimentation with story content issues within the narrative framework. The story elements of problems and quest, fashioned a relatively high proportion of the narratives written by the early readers. The late readers, who initially generated dictated captions for pictures, copied from environmental print sources or wrote simple phrases/sentences, were gleefully willing to follow the lead of the early readers. The late readers gradually composed a larger number of narratives with a higher proportion of story elements. Similarly, story coherence improved relative to their enhanced ability to resolve story issues.

3. Over the course of the school year are developmental shifts evident in the nature of the content analyzed?

Designed to analyze and juxtapose volumes of writing content, IWA data cannot penetrate the subtle developmental content shifts associated with each of the young children's stream of ideas and words as captured in their journal booklets. Only by returning to the original data tables --the journal pages themselves--can the recognition of the more subtle developmental writing patterns begin. The ability to view/review original data from different research perspectives reflects a flexibility in the study's design. Chapter IV traced subtle writing development shifts by the reprinting of unedited journal entries. This approach to content analysis signals that the capturing of developmental content shifts cannot be accomplished by merely tallying and totalling parts of young children's writing.

(a) Will beginning writers' journal content shift from a general account of events to comments on the meaning and significance of those events, over the period of this study?

Due to their writing skill development vis-à-vis the beginning writers, the mature writers were not burdened with finding the right word or finding the teacher. Their journal entries did not reflect the tension between the composition/transcription aspects of journal writing, evident for the beginning writers. Mature writers composed in their journals. The burden of transcription occurred in the publication of selected journal stories, when more complex writing conventions (e.g. title page formatting; dedications) were demanded. Beginning writers were anxious to compose in their journals, yet the aspects of composition and transcription were inescapably melded.

Consequently, mature writers wrote comments earlier in the school year and more frequently than the beginning writers. This is not to say, however, that beginning writers did not comment before, during and after the writing act. Oral comments punctuated every phase of each journal entry's creation. The classroom would sparkle with animated commentaries, broadcasting the meaning and the significance of events, as each beginning writer rehearsed and recounted a favourite journal entry. Frequently, mature writers would comment on the vocal commentary, adding more lustre and spontaneity to the daily journal sessions. Eventually, the beginning writer's commentary would become more reflective too, commemorating a subtle shift in their writing development.

- (b) Will beginning writers tend to favour factual or fictional accounts, and does this change as they mature?

This study has documented a variety of journal writing trends, while reinforcing the large role individual differences play in fashioning those trends. First, writing trends were disclosed by the data analysis in response to posed research questions. The all inclusive sample of Grade Two children composed more factual writing content than the inclusive sample of Grade One children. However, the writing data also disclosed how the six oldest children in the study composed more fictional content than the six youngest children in the study (Table 17).

Second, writing trends were postulated on the basis of the content data in conjunction with an interpretation of the situational classroom context, which described the unique compositional circumstances present in each year of the two year study. Seventeen boys, in the first year of the study, entered Grade One with a strong factual content preference.

The strength of that preference diminished as those beginning writers successfully experimented with lively, occasionally violent imaginary journal entry accounts. Peer collaboration, aligned with keen audience support, nurtured the beginning writers to generate a much more eclectic writing content portfolio. During the second year of the study, a sampling of mature writers--nine developmentally advanced girls--began Grade Two with no apparent writing content preference. The Grade Two girls gradually established a preference for factual journal accounts, based on the number of entries favouring socialization-themed writing (Diary Content) and novelty-based content. The 'drying up' of imaginary story ideas (publishing was not a significant motivation) and the novel way created to diminish the recurring boredom/hard work of composing stories daily, cemented the girls' preference for factual writing content.

1. Mature/Beginning Writers

The range of content preference accredited to individual children who comprised various sampled groups, is further illustrated by the following comparison. The sampling of five mature writers (drawn from both years/both grades) composed more fictional/less factual content than a sampling of five beginning writers (drawn from both years/both grades). The comparison of these five mature writers with these five beginning writers caused the single largest percentage difference recorded between any two sampled groups of young children (Table 28).

The five mature writers generated a balance of journal writing content not demonstrated by other sampled groups. The relatively high percentage of fictional content attributable to these mature writers can

be credited to two children (Child 1: Grade One; Child 6: Grade Two), from the second year of the study, who each favoured fictional journal entries. The five beginning writers' factual/fictional content proportion is a collection of writing content pluralities as well. Three of the five beginning writers generated a majority of factual content; one beginning writer composed 97.40% fiction.

This study has both documented and postulated writing trends attributable to various sample groups of young children. Writing trends have been portrayed as fluid content tendencies, initiated and sustained by writer interest, peer collaboration and audience approval. Classroom content trends often alter/influence a writer's content preferences over varying periods of time. The writing trend and the young writer appear to be a complimentary alliance, bolstered by collaboration, fuelled by interest and nurtured by approval.

- (c) Will any of the young writers tend to extend or develop a single entry over several days/weeks? If so, can these writers be characterized?

Beginning and mature writers can extend or develop a single journal entry continuously over several days, weeks or months. The longer the journal writing extension, the more likely that that extension is an imaginary description. The experimentation of elemental issues within a narrative framework directly correlated with the lengthier journal entries. Similarly, the briefest journal entries were factual recounts, which tended to offer fewer opportunities to explore issues.

Mature writers extended journal entries earlier in the school year and more frequently throughout each school term than did the beginning

writers. The role of audience played a crucial part in story length. During the first year of the study, the writer's stool forum caused beginning writers to extend relatively brief journal entries orally, by embellishing on the transcribed entry. This oral story extension served as valuable rehearsal for the written extensions to develop later in the school year. The mature writers relished the extended spotlight time longer entries could provide. Publication replaced the open forum access to audience in the second year of the study. This change meant that only those children who had the composition/transcription skills necessary to independently generate a lengthy story, enjoyed the stimulation of a large audience. Beginning writers, in the second year of the study, did not generate extended journal entries, to the same degree as the beginning writers in the study's first year. This finding makes plain that accessibility to an audience must be assured for all the young children, regardless of writing ability.

4. Will the IWA support and/or supplement the findings of similar documentary analyses in the research literature?

This study concurs with the findings of Graves (1975) that boys spontaneously compose more writing content associated with secondary/extended geographical territories than do girls, and that girls spontaneously compose more writing content associated with primary content. This study's content findings differ from Graves' conclusions regarding developmentally advanced girls, in that they did not compose spontaneous stories related to secondary/extended territories. However, this study's small sampling of developmentally advanced girls and the unique situa-

tional context surrounding their spontaneous journal writing, may have limited their content development into secondary/extended territories.

This study concurs with the findings of Pitcher and Prelinger (1963) and Ames (1966) that boys may generate stories containing extensive experiences, while girls may generate stories which relay experiences more intensively. Boys tended to move away from realism sooner than girls and girls' stories centered around socialization concepts. Boys' stories involved more violence than girls' stories and girls mentioned more story characters and more details regarding the characters in their stories than did boys.

Friedman's study (1985) of Grade One journal content concluded that weekend pastimes and special occasions (i.e., holiday; birthday) were always prominent writing topics. The present study can document supplementary content data that shows the substantial prominence special events play in journal content. The composition of longer narratives was frequently interrupted by birthday announcements, tournament dates, family visits and holiday plans. Hall and Duffy (1987) concluded that confident writers generated spontaneous stories that were more interesting and more personally distinctive, than the stories generated by beginning writers. The present study has documented extensive unedited journal samples (Child 2 and Child 3: 1988-1989) which support/supplement Hall and Duffy's writing content findings.

This study concurs with the findings of Hipple (1985) that story content becomes more sophisticated (plot development; story elements; use of detail) over the course of the school year. Though this present study has documented exceptions to the improvement of writing sophistication

over a one year period (Child 5 and Child 7: 1988-1989), clearly the detailing of plot development and the use of more complex sentences supports/supplements Hipple's findings.

- (a) How do the IWA findings compare to the published results from the study by Manning, Manning and Hughes (1987)?

The present study supports the content findings of Manning, Manning and Hughes in the following aspects: (1) young children generate journal entries on a wide variety of topics, (2) young children do demonstrate strong writing content preferences, (3) beginning writers drew a higher proportion of picture only journal entries than mature writers, (4) beginning writers write a higher proportion of unclear journal entries than mature writers, and (5) the copying/retelling of stories occurs periodically throughout the school year, regardless of children's writing ability.

The two school journal content studies differ in the percentage proportions of spontaneous writing related to content categories and the range of journal content preferences generated by the Grade One children sampled. The comparative percentage proportions by content category are:

(1) Informational Content: Manning et al. - 28.39%; IWA - 40.37%,
 (2) Personal Content: Manning et al. - 36.44%; IWA - 28.95%,
 (3) Imaginative Content: Manning et al. - 4.70%; IWA - 30.69%. The substantial variance in imaginative content is curious. The extreme variance between the content preferences associated with each study may relate to such situational factors as writing trends, adult/peer story prompting, audience roles, peer collaboration, writing ability and the stated/implied expectations demonstrated by the teacher. In view of the

fact that Manning et al. do not provide information about the situational context of their study, reasons for the differences can only be postulated.

5. Implications for Practice

The following discussion will outline suggested implications for educational practice under the headings IWA Personified, Informal Content Conversations, Audience, Demonstrations and Journal Writing Sessions. The suggestions offered below each heading were selected after a retrospective examination of the findings and the situational context from which they were derived.

(a) IWA Personified

This author's decision to limit the classification/tabulation of surface journal content to literal subject matter rendered the IWA a more workable research instrument. The acknowledgement of sentiments, issues and problems associated with young children's spontaneous journal content were compromised for a practical method of labelling the nounal items related to the journal writing content. Consequently, the IWA instrument tendered a strictly verbatim account of the needs/interests of young children as identified in their surface journal content.

An attempt to clarify the obscure journal writing subject matter (sentiments, issues, problems) by regularly conversing with each young writer, is possible within the classroom context. Informal content conversations between teacher and student would serve to balance the literal content analysis of a documentary instrument. The content

interpretations offered by each young writer may validate the extent of their needs/interests as recorded in their writing.

For future classroom use the IWA research instrument will be pared to a single tabular checklist--the individual content profile (ICP). The ICP will monitor the nature/extent of each child's spontaneous journal writing content on an individual basis. Each child's ICP will be attached to a content file folder for ease of reference. The folder will contain conversation notes, photocopies of "benchmark" journal stories (i.e., first quest narrative; first published story) and a written inventory outlining if and how content needs/interests were supported by educational materials (i.e., library books; guest speakers; field trips).

(b) Informal Content Conversations

To foster a stronger sense of mutuality between two co-learners-- student and teacher--a content needs inventory will be constantly updated to reflect each child's current subject matter preference. Regularly held informal conversations should serve to both validate the inventoried appraisals of a young writer's content preferences and offer each young writer the opportunity to cross-validate those preferences.

The value of such conferences is undisputed; a bonus is that they are so simply arranged. All that is needed is time to pull up a chair beside a young writer and talk with them about what they are writing.

(c) Audience

The comparison of the situational contexts of the first and second years of this study, served to underscore the pivotal role of audience. As was shown, an audience can transmit a strong corroborative voice,

confirming an author's experience in coping with fresh inquiries into unexplored writing content. Consequently in the future, increased attention will be directed to providing opportunities for audience response. The role of audience will follow the two basic combinations found to be effective over the two year period of the study. First, the write and share sessions of the writer's stool forum, which proved so influential in supporting young writer's narrative content in the first year of the study, will be reinstated. Scheduled twice weekly, featured young authors will share their needs/interests as recorded in their journals. Each author can present, discuss and refine conceptual knowledge vis-à-vis relevant writing content. Second, the publishing of favourite journal stories, popularized during the second year of the study, will remain a viable option to all the young children. Publication will occur only after an informal content conversation and/or a writer's stool forum, to enable audiences to cultivate writing content reflection and revision.

(d) Demonstrations

Smith (1981) describes demonstrations in the following manner:

The first essential component of learning is the opportunity to see how something is done. I shall call such opportunities demonstrations which in effect show a potential learner 'This is how something is done.' (cited in Newman, p. 37)

Future demonstrations in the classroom encouraging spontaneous writing could pursue two key examples mentioned in the body of the study (Chapter III - Introducing School Journals). These are directing language lessons on the basis of children's charted journal entries and maintaining a teacher's journal throughout the school year.

Classroom language lessons directly developed from children's journal entries were very popular during the first year of the study. Charted stories were refined (syntax; story elements; writing conventions) and elaborated (story length; additional story elements). Charted language lessons, stressing writing content and process, were demonstrated after writer's stool forums, ensuring familiarity of text. These classroom lessons celebrated a respect for the writing process needs and the content interests of young children who authored them. Obviously any entry selected for charting was done so with the author's permission.

Maintaining a teacher's journal can serve to validate the importance of writing. The shared contents can offer a personal perspective hitherto unknown to the children. Over the past two years of the study, many entries in this journal were read and subsequently illustrated by many children, providing opportunities for a variety of language experiences from a single writing demonstration.

(e) Journal Writing Sessions

Future journal booklets should be bound and decorated by the children. Young individuals' decorating preference on the journals' covers will serve to reinforce the story content preferences inside the booklets' covers. Standardized booklets do not embody the individuality so evident in the data. Scheduled journal writing sessions will be on Monday, Wednesday and Friday; Tuesday and Thursday will feature story sharing sessions and charted language lessons. This schedule may delay the onset of boredom through daily repetition, demonstrated by the developmentally advanced Grade Two girls in the second year of the study.

Parent helpers will support the beginning writers with the transcription of journal entries. More adult scribes may address the significant number of scribed (^S) journal entries documented in the study. Importantly, the journal booklets will be accessible to the children throughout the school day, in order to alleviate a rigid 15 minute writing session. Improved accessibility may foster development extensions of original journal entries, especially for beginning writers, who require extended composition time to complete entries. Improved accessibility may also allow for the on-the-spot recording of ideas generated throughout the school day.

6. Recommendations for Further Study

This study has provided journal content evidence associated with young children's spontaneous writing. The assumption that school journal content will reflect children's needs and interest (to some degree), underscored the importance of the IWA instrument's content analysis, in order to determine those needs/interests. The possibility of a teacher merging a classroom's curriculum with young children's personal agendas may be enhanced by determining students' spontaneous writing content preferences, developmental writing shifts and classroom content trends, over an extended period of time. Presentation of the writing content data and interpretation of the situational context from which the data was collected, emphasized the strong content preferences young children reflect in their spontaneous writing.

Often classroom writing content trends, originating from a substantial number of young children's common subject matter preferences, were

interpreted as having caused significant content shifts over a one year period. At other times, individual children composed a majority of their journal entries related to their own unique needs/interests, apparently oblivious to content trends/topic shifts surrounding them.

If teachers' classroom instruction is to reflect the subject matter preferences of their students (as revealed in journal writing content), then modifications to the classroom's curriculum can originate from two distinct sources. First, teachers may incorporate into their curriculum the strong content preferences associated with the writing trend present in the classroom. As this study has shown, a content writing trend can be associated with one child, or with many children. Clearly, teachers need to recognize and respect each writing trend, regardless of the number of individuals generating the trend. Second, teachers may adjust their curriculum as a result of both informal content conversations and grouped language lessons. Implementation techniques will vary according to the writing trends unique to each situational context, but such accommodation can result in a curriculum driven by the learner's content preferences.

Future writing research should continue to examine the nature/extent of young children's content preferences. Content inventories need to be cross-validated by monitoring content conferencing on an individual basis. Such an approach would result in a composite of young children's content preferences, which could serve to determine the degree to which children record the needs/interests they express orally. Longitudinal developmental writing content profiles are needed. Long-term projects examining the nature/extent of young children's content preferences before, during and after a school's primary program, could be accomplished by a case

study of several children over a five year period, within the same school context. Developmental content shifts and content writing trends could be documented within the same situational context over an extended period of time. Such a case study method could enhance our understanding of what young children choose to write about and why.

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APPENDIX A

TOTAL NUMBER OF SCHOOL JOURNAL BOOKLETS

A total of 158 school journal booklets (72 pages in each) were completed by the 44 children sampled over the two year period of the study. All of the journal writing content contained in the 158 booklets was classified and tabulated via the IWA format. The number of school journal booklets completed in each of the two school years, is as follows:

School Year 1987-1988

9 Grade One girls	29 journals completed
17 Grade One boys	64 journals completed
<u>Total:</u> 26 Grade One children	93 journals completed

School Year 1988-1989

2 Grade One girls	8 journals completed
5 Grade One boys	21 journals completed
10 Grade Two girls	34 journals completed
1 Grade Two boy	2 journals completed
<u>Total:</u> 18 Grade One and Grade Two children	65 journals completed

Average Number of Journals Written per Child

Grade One	3.70 journals completed per child
Grade Two	3.27 journals completed per child

Range in the Number of Journals Completed

- (a) Minimum number of journals completed: two by Child 2 (Grade Two, 1988-1989) and Child 6 (Grade Two, 1988-1989).
- (b) Maximum number of journals completed: five by Child 1 (Grade One, 1988-1989) and Child 4 (Grade One, 1988-1989).

APPENDIX B**INFORMAL WRITING ANALYSIS (IWA) OF GRADE ONE
SCHOOL JOURNAL WRITING CONTENT (TERM ONE: 1987-1988)**

The following is an example of the data record representing one school term for Grade One students (1987-1988). All three school terms for these 26 Grade One students were completed on identical IWA tables. The seven Grade One and 11 Grade Two students (1988-1989) were documented in the same manner.

Informal Writing Analysis (IWA) of Grade One
School Journal Writing Content

Grade One: Term One
Marion Schilling Elementary School
(1987-1988)

GENERAL ACCOUNT CONTENT	Child																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
CURRICULUM																											
Charts/Pattern Books		6 ^R			2 ^R				7 ^R	3 ^R			4 ^R	3 ^R	4 ^R	5 ^R	3 ^R		3 ^R		20 ^R		7 ^R	5 ^R	3 ^R	8 ^R	
Poetry																											
Language Arts	1 ^R	29 ^R	6 ^R		3 ^R	5 ^R	6 ^R	10 ^R	21 ^R	8 ^R	7 ^R	4 ^R	13 ^R		3 ^R	2	5 ^R	4 ^R		7 ^R	2 ^R	4 ^R	2 ^R	2 ^R	9 ^R	2 ^R	12 ^R
Mathematics	1	5	2		1	3	5	3	1			1		1		1		1	1	2		1 ^S	4 ^S		1	2	
Social Studies/Science																											
Fine Arts																											
Physical Education																											
Mazes/Puzzles/Codes		1					2		2	1			1					1 ^S				1					
Jokes																											
P		15	28		53	23	19	50	27	27	35	43	12	18	7	16	32	38	31	23	18	32	4	17	23	44	
V		1			12	27	27		10	40	15	15	101	43	12	32	3	3	4	6	2	33	39	15		21	
C																											
G																											
Other																											
NATURAL WORLD																											
World	1	3	1		5	4	3	1		1		3 ^S	4 ^S	2 ^S		1 ^S		3 ^R									
Animals			2		1	4	3	4	4	3		1 ^S	4 ^S	4 ^R		1	2 ^S	2	1 ^S		1 ^S	2 ^R	2 ^R	1 ^S			
Weather	1				1		1		1			1 ^S		1 ^S		1	1 ^S		1 ^S		1 ^S	2 ^S		2 ^S		2 ^S	
Seasons	1	2					2		1			1 ^S				1 ^S											
Other - Face		1				1																					
- Snowman																						1					

Informal Writing Analysis (IWA) of Grade One
School Journal Writing Content

Grade One: Term One
Marion Schilling Elementary School
(1987-1988)

GENERAL ACCOUNT CONTENT	Child																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
MATERIAL WORLD																										
Vehicles/Vessels																										
Imaginary						2	5								1 ^R		1 ^S			1 ^R						
Real			2				1	1				2 ^S	1 ^S	1		2	1 ^S			2	3 ^S				2 ^R	
Home/Address/Phone #		2			1		2											4 ^R	1 ^R	2		1 ^S			1 ^R	2 ^S
		7								2																
House/Building	2	1	1			1	2	2	7		4	2 ^S	6 ^S 1 ^R 2 ^S	1 ^S					2 ^R	2 ^S	1 ^R 1 ^S		1 ^S	2 ^R	1 ^S 1 ^R	10 ^R
School/Teacher	4	2					6								2	1					2					
Classmates	1	1	1			1	2				1 ^R		4 ^R	1 ^R	1	3					1 ^R	1 ^R		2 ^S	2 ^R	4 ^S 1 ^R
Family Possession					4	1	8	2			6 ^R		2 ^R 2	1 ^S 2 ^R		9			1		1	2 ^R		1	1 ^S	
Personal Belongings	4	3			1		1	2		1			1			2	1 ^S			1				1 ^S	1	4 ^S
Town/City					1						2		1							1						
Community/Country																										
Food	2				1		2						1 ^S	1 ^R	1											
Shopping																										
(Flag) Other											1															
RECREATION																										
Holidays	1	2			1	2	1	1	2	1	2		1 ^S 2 ^R			1	4 ^R		1 ^R	1					4 ^R	
Vacations							1	1							1					3 ^R				1 ^S		
Weekend Activities											1	2			1			2				1 ^R				3 ^S
Pastimes/Games/Play	3		1		1		7			1				1 ^S			1 ^S		1 ^R	1 ^R 2	1 ^R	1 ^S	1 ^S	2 ^S	11 ^S 1 ^R	
Television																										1
Movies																										
Other																										

Informal Writing Analysis (IWA) of Grade One
School Journal Writing Content

Grade One: Term One
Marion Schilling Elementary School
(1987-1988)

DIARY CONTENT	Child																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Self (Content relates to author).	21	20	1		2		20	1	5	3		2 ^s	1	2	2 ^s	7	7	1 ^R	8	1	7	1		1 ^R	1	4	2 ^R
Name													14	4			6		1			4			1 ^R	10	
Family (Content relates to immediate and extended family members.)																											
Immediate	9	6			2	1	5		3		2			1 ^R	3		1 ^S	1 ^R	2	3 ^R	1	1 ^S				2	
Extended	2																			3 ^R							
Friends (Content relates to friends, past and present).	5	6			1		1	1		2		1	2 ^R	2 ^R	2	7		1	1 ^R		1	2		1		3 ^S	
Neighbours																											
Persons					1																			1 ^R			
Pets (Content relates to family pets, past and present.)	2	2					1															1		1			1 ^S
Extracurricular (Content relates to organized activities such as dance, art classes, Brownies, gymnastics).	3						1		1				1	1 ^R					1								
Birthdays	4	1					1			1				1								1					2 ^S
Sickness, Injuries, Hospital	2	1																	1 ^S		3						
Teeth	1															1					1						
Other																											

Informal Writing Analysis (IWA) of Grade One
School Journal Writing Content

Grade One: Term One
Marion Schilling Elementary School
(1987-1988)

STORYBOOK CONTENT	Child																												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26			
Description	16	11	10		4	2	5	2	19	3		4 ^s	1 ^s	1 ^R	8 ^s	13	3 ^s	4 ^R	2 ^R	2 ^R	2	1 ^R	2 ^R	1 ^s	2 ^R	23	2 ^R	2 ^s	3 ^R
Problem	16	6	1						2					1 ^s	4	4	1 ^R				1 ^R					1 ^R			
Good vs Evil																													
Travel/Discovery																													
Search/Rescue	3																												
Warfare			1												1														
Dreams, Fantasy (self)																													
Supernatural	1	1	1				3		5			1 ^s		1 ^s		3		1 ^R					1 ^s				5 ^R		
Natural Disaster			1						2							3	1					1 ^s					1		
Other																													

Informal Writing Analysis (IWA) of Grade One
School Journal Writing Content

Grade One: Term One
Marion Schilling Elementary School
1987-1988

STORYBOOK CONTENT	Child																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Animals																										
D/W	7	1				2			2									1 ^R								
G/B	15	5	3				2		2	1																
R/I	24	13	3			2	2		4	1		1 ^S														
Children																										
G/B																										
R/I	8	5			3					1																
Adults																										
G/B																										
R/I	5	3			3		1																			
Characters																										
G/B																										
R/I		3	5			1		5		3																
Royalty					1																					
Castles			2						25 ^S																	
Fairies/Giants																										
Goblins/Ogres																										
Aliens/Monsters								1																		
Toys		2																								
Other																										

*Pictures Only

APPENDIX C

INDIVIDUAL CONTENT PROFILE (ICP) SAMPLES

One ICP form was completed for each of the 44 children sampled in this study.

Individual Content Profiles (ICP)

Child 14: Grade One (1987-1988)

JOURNAL WRITING	TERM 1	TERM 2	TERM 3
CONTENT CATEGORIES	Sept. -Dec.	Jan. -Mar.	Apr. -June
General Account Content	42.31%	33.75%	15.91%
Curriculum	3 ^R 1	1 ^S 10 ^R 2	5 ^R
Natural World	4 ^S 5 ^R	1 ^R	1 ^R
Material World	1 ^S 4 ^R 3	4 ^S 5 ^R 1	
Recreation	1 ^S	1 ^S 1 ^R 1	1 ^R
Other			
Total number of mentions	6 ^S 12 ^R 4	6 ^S 17 ^R 4	7 ^R
Pictures/Unclear/Con./Glue	18/43	10/25	2/10
DIARY CONTENT	21.15%	36.25%	13.64%
Self	2 ^S 4	3 ^S 9 ^R 6	1 ^R 2
Family	1 ^R	1 ^S 2 ^R	1 ^R 1
Friends	2 ^R	2 ^S 2 ^R	1
Pets			
Extracurricular	1 ^R	1	
Birthdays/Sick/Teeth	1	1 ^S 1 ^R	
Other			
Total number of mentions	2 ^S 4 ^R 5	7 ^S 14 ^R 8	2 ^R 4
STORYBOOK CONTENT	36.54%	30.00%	
Description	8 ^S 1 ^R	1 ^S 8 ^R	1 ^R 8
Problem	1 ^S		2
Travel/Discovery			
Search/Rescue			
Other	1 ^S	2 ^R	
Animals	4 ^S	1 ^S 1 ^R 2	1 ^R 5
Children	1 ^S 1	1 ^S 3 ^R	1 ^R 4
Adults			1
Characters		1 ^R	7
Other	2 ^R	1 ^R	1
Total number of mentions	15 ^S 3 ^R 1	3 ^S 16 ^R 5	3 ^R 28
Total number of Journal Writing mentions	23 ^S 19 ^R 10	16 ^S 47 ^R 17	12 ^R 32
Total number of PUCG's	61	35	12
Total number of Journal Writing Mentions for the Year	125 ^S 44 ^R 19		
Total number of PUCG's for the Year	88		

Individual Content Profiles (ICP)

Child 6: Grade Two (1988-1989)

JOURNAL WRITING	TERM 1	TERM 2	TERM 3
CONTENT CATEGORIES	Sept. -Dec.	Jan. -Mar.	Apr. -June
General Account Content	27.00%	22.00%	42.11%
Curriculum	1 ^S 2	1 ^R	2 ^R 2
Natural World	7 ^S	4 ^S	2
Material World	5 ^S 1	4 ^S 1	1 ^S 9
Recreation	11 ^S	1	
Other			
Total number of mentions	24 ^S 3	8 ^S 1 ^R 2	1 ^S 2 ^R 13
Pictures/Unclear/Con./Glue	31/10/2/	16/1/1/	26/1/1/
DIARY CONTENT	28.00%	48.00%	2.63%
Self	15 ^S	2 ^S 22 ^R	1
Family	9 ^S		
Friends	3 ^S		
Pets			
Extracurricular			
Birthdays/Sick/Teeth	1 ^S		
Other			
Total number of mentions	28 ^S	2 ^S 22 ^R	1
STORYBOOK CONTENT	45.00%	30.00%	55.26%
Description	24 ^S	7 ^S	1 ^S 9 ^R
Problem	5 ^S	1 ^S	
Travel/Discovery	2 ^S		
Search/Rescue		1 ^S	
Other	1 ^S		
Animals	7 ^S	2 ^S	7 ^R
Children		1 ^S	
Adults	1 ^S		2 ^R
Characters	2 ^S	2 ^S	
Other	3 ^S	1 ^S	1 ^S
Total number of mentions	45 ^S	15 ^S	2 ^S 19 ^R
Total number of Journal Writing mentions	97 ^S 3	25 ^S 23 ^R 2	3 ^S 21 ^R 14
Total number of PUCG's	43	18	27
Total Number of Journal Writing Mentions for the Year	125 ^S 44 ^R 19		
Total Number of PUCG's for the Year	88		

Individual Content Profiles (ICP)

Child 2: Grade Two (1988-1989)

JOURNAL WRITING	TERM 1	TERM 2	TERM 3
CONTENT CATEGORIES	Sept. -Dec.	Jan. -Mar.	Apr. -June
General Account Content	40.85%	54.17%	45.45%
Curriculum	1 ^s 9	17	5
Natural World	3	1	
Material World	28	16	4
Recreation	15	5	1
Other	2		
Total number of mentions	1 ^s 57	39	10
Pictures/Unclear/Con./Glue	4/ / /	25/1/3/3	30/ /2/1
DIARY CONTENT	27.46%	36.11%	40.91%
Self	19	19	9
Family	3		
Friends	7	5	
Pets	2		
Extracurricular	5	1	
Birthdays/Sick/Teeth	3	1	
Other			
Total number of mentions	39	26	9
STORYBOOK CONTENT	31.69%	9.72%	13.64%
Description	13	3	
Problem	10		
Travel/Discovery	1		
Search/Rescue	2		
Other	2		
Animals	8	2	
Children	5		
Adults	3		
Characters	1	1	1
Other		1	2
Total number of mentions	45	7	3
Total number of Journal Writing mentions	1 ^s 141	72	22
Total number of PUCG's	4	32	33
Total Number of Journal Writing Mentions for the Year	1 ^s 235		
Total Number of PUCG's for the Year	69		

VITA

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Title of Thesis: "I AM GTING TIYERD FO WRITE THEY STOREYS MR. BENESH":
AN INVESTIGATION OF THE SCHOOL JOURNAL CONTENTS OF GRADE
ONE AND GRADE TWO CHILDREN

Author:



(Signature)

EDWARD WILLIAM BENESH

September 25, 1989.
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