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June M. Martin

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Stanley P. Wronski

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CURRICULUM OF MIDDLE SCHOOL: A DESCRIPTIVE STUDY OF THE TEACHING OF WRITING

by

June M. Martin

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ABSTRACT

CURRICULUM OF MIDDLE SCHOOL: A DESCRIPTIVE STUDY OF THE TEACHING OF WRITING

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The purpose of this study was to describe and explain the writing curriculum of one class of entering middle-school students during one school year. Components studied were the selection and organization, instruction in and evaluation of writing activities. Four exploratory questions guided the study: (1) What writing curriculum does the middle school teacher develop and implement with her students? (2) How does the teacher implement the writing curriculum? (3) What are the responsibilities of the students for enacting the writing curriculum? and (4) What relationship does writing have to other elements of the school curriculum?

Ethnographic methods involved ongoing processes of data collection, and concurrent analysis of data to validate findings by noting repeated observations of similar events, and by triangulation, or by comparing results with other types of evidence. Data sources included field notes, teacher journal entries, interviews, videotapes, writing samples and other school artifacts. Writing activities of a sixth-grade teacher of communication arts and social studies and her students were identified, described and related to one another. The meaning

of these writing activities was interpreted from the viewpoints of participants, or insiders, particularly that of the teacher. Findings were also interpreted from the viewpoints of outsiders, that is, from perspectives represented by theorists of curricula, namely, Ralph Tyler, John Dewey, and Paulo Freire.

Findings include the following. The description and explanation of curricular activities illustrate that the teacher selected and implemented interrelated, experience-based, creative writing activities of increasing complexity in view of student needs and interests. She prefigured prerequisite skill lessons with longer, or more complex and creative writing projects to meet her goals that each student experience success, expend his or her best efforts, improve writing skills, and clarify thinking. She shared with her students roles of evaluating, providing individual assistance, modeling writing processes and products, decision-making, and listening to and reading the writings of other students. She also transformed district and school imposed constraints into opportunities for meeting her curricular goals.

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CHAPTER I

THE NATURE OF THE PROBLEM

Purposes of the Study

The general purpose of this ethnographic study is to describe and analyze the writing curriculum of one class of entering middle-school students during one school year.

Specific but interrelated purposes include the following:

-- To identify teacher perceptions and enactions of the "what," "how," and "why" of the writing curriculum.

-- To describe the processes of teacher-student negotiation of the writing curriculum in use.

-- To develop one or more models of ways that the teacher develops a writing curriculum in use--or to show the interrelations of writing activities and their common elements.

-- To identify boundaries or constraints teacher(s) and students encounter as they attempt to suit writing to the middle-school schedule, e.g., constraints of time and space allocations.

-- To analyze how the teacher's theories and practices relate to the philosophies and practices of the middle school and to various curricular perspectives that may affect these theories, philosophies or practices.

This chapter describes the study's scope. It delineates underlying

assumptions, exploratory questions, curricular perspectives, and conceptions of middle school and writing.

Guiding Assumptions of the Study

Assumptions (working hypotheses) that guided the study include the following:

1. Curriculum is concerned with method, the "how" of curriculum, as well as with content, the "what" of curriculum.
2. Curriculum is concerned with evaluation not only of intended outcomes (objectives) and unintended outcomes of curriculum in use, but also of the sources and theoretical bases of content and method selection, the "why" of curriculum.
3. Curriculum components (e.g., content, method and evaluation systems) are interdependent, interrelated, and embedded in ongoing negotiations among participants (i.e., teachers and students).
4. Sources of curricular activity may include organized bodies of subject matter, needs and interests of learners, and problems of school and society.

In view of the above assumptions and for the purposes of this investigation, curriculum will be defined as an evolving program of experiences, negotiated by participants, in which learning activities are selected and organized, implemented and evaluated, and are based in varying proportions on predetermined subject matter, the needs and interests of learners, and the problems of school and society. This definition is intended to encompass conceptions of curriculum arising from three curricular or epistemological perspectives, that is, reproductive (subject-centered, traditional), constructive (student-centered and experience-based), and reconstructive (focused on social justice, oriented to social criticism and social action). These perspectives can

serve as conceptual levers used to gain insight into the classroom teacher's (and other participants') influences on and understandings of purposes and functions of classroom practices, and possible constraints upon such practices.

Importance of Exploratory Questions

The following exploratory questions guide this study.

1. What writing curriculum does the middle school teacher develop and implement with her students?
2. How does the teacher implement the writing curriculum?
3. What are the responsibilities of the students for enacting the writing curriculum?
4. What relationship does writing have to other elements of the school curriculum?

Questions like these are important for guiding the researcher in the process of documenting the writing curriculum in use. They are important for identifying the interrelationships of curricular elements in the social context of the classroom--the teacher's goals and their connection with what happens in the classroom--for example, teacher-student interactions, and how the teacher and students deal with constraints (obstacles) to the teaching of writing.

The four questions about the writing curriculum are of special interest and significance to society at large as well as to educational theorists and practitioners.

The first question, "What content is implemented?" is of interest because much controversy exists over what aspects of writing should be emphasized in instruction. Back-to-basics advocates, including both technologists and academicians argue that the best preparation for the job market and for college is concentration on the teaching of grammar, the mechanics of form, spelling,

and sentence structure (Giroux 1978; McNeil, 1981). On the other hand, humanists argue for creativity, and they claim that emphasis on personal growth and provision for opportunities to express thoughts and emotions is more important (McNeil, 1981). Expressing yet another view, social reconstructionists claim that writing should be taught as an area of support for the creation of critical awareness of oppressive social conditions, and used as an instrument for effecting social change (Brameld, 1970). How does the curriculum developer decide among these alternative emphases? How much of each is a good thing?

The second question, "How does the teacher implement the writing curriculum?", is of special interest not only to beginning teachers of writing but also to experienced teachers of writing.

Researchers and educators suggest reasons why teachers refrain from having students do much writing in school, or have taught writing unsuccessfully. For example, Giroux, (1978), and Pitt (1982) point out that primary tools in a predominance of traditionally taught classrooms, that is, textbook guides and student texts, are often based on outdated theories about the writing process. Research indicates a general unavailability of courses in writing instruction to help preservice or inservice teachers evaluate such theories. The results of a random survey of thirty-six universities revealed that 139 courses were offered in the teaching of reading, whereas only two courses were offered in the teaching of writing. (Graves, 1977). Research reports and other resource materials are also in relatively short supply. Graves has found that research monies spent for reading as compared to writing are at a 1000-to-one ratio, and expenditures for reading materials as compared to writing materials are at a 100-to-one ratio.

In addition, environmental conditions limit teachers in at least two ways. First, teachers tend to use content suited to small time-slots, such as

incremental skills of punctuation and spelling, because the school schedule often limits time for writing to fifteen-to-twenty minute intervals (Graves, 1977). A second obstacle to teacher development of a viable writing curriculum is that a teacher is rarely free during the school day for extended periods of time to observe teachers who use alternative methods for teaching writing.

Tiedt & Tiedt (1975) point out at least five problems in curriculum development and in the instruction of writing for writing teachers and other teachers to consider: 1) lack of developmental sequence, 2) failure of teachers to accept responsibility for writing skills, 3) lack of well-defined aims for teaching composition, 4) rigorous approaches to evaluation that overwork teachers and deter students from writing, and 5) the fact that writing is a complex skill to learn.

For reasons such as these, an analytic description of day-by-day, week-by-week curricular developments in the classroom life of an experienced teacher who has a reputation for having her students do a lot of writing can be a realistic source for the possible selective adaptation by other teachers of writing.

An analytic description can also alert teachers to situations characteristic of middle school (for example, constraints of time and space or material resources) that can provide either occasions for creative adaptations, or become impediments to the development and implementation of a writing curriculum. Such an analytic description can also alert administrators, who have a responsibility for providing appropriate resources, to the needs of teachers of writing.

Social theorists too, may want to investigate constraints to curriculum development and implementation as indicators of wider power conflicts relating to competing ideologies of the larger social system. Apple (1975), for example, investigated ways that teachers and textbooks have dealt with conflict in subject

areas of social studies and of science. He suggested that students are unrealistically oriented toward consensus and order, values supportive of our status-quo society. He noted that both textbook writers and teachers generally ignored conflicts, and when they did acknowledge them, treated them as a negative factor rather than as a possible means of effecting positive outcomes. Apple (1980-81) also identified several ways that structural constraints and contradictions dominate people and institutions, such as outside interventions that limit internal decision-making, or that limit students' and teachers' efforts to control their school environment. Similarly, social scientists may be interested in what occurrences constrain implementation of writing activities in the classroom and the possible sources or causes of such occurrences.

The third question, "What are the responsibilities of students for enacting the writing curriculum?" also has practical and theoretical relevance. The early adolescent in middle school has "special needs, characteristics, and developmental tasks that are uniquely different from elementary and high school age students." (Clark & Clark, 1981, p. 142). For example, coming from several different elementary schools, entering middle-school students also have different types and amounts of writing experience. It is important that the teacher provide writing opportunities to accommodate the particular interests and needs --emotional, physical, social and intellectual--of her diverse students (Clark & Clark, 1981).

Educational theorists differ in their views of the students' role in curriculum making. For instance, traditionalists (e.g., Doll, 1964; Hirst, 1974; Johnson, 1967; Phenix, 1964; Tyler, 1949) assume a need for predetermined subject matter, rather than a plan for student participation in determination of curricular objectives and activities. Manifestations of traditionalist (i.e., essentialist) movements such as the idea of "Back to Basics," and "State-

prescribed performance objectives" exemplify emphasis on subject matter (Corl, 1981, pp. 17,18).

Conversely, Dewey and other pragmatists focus upon the students and upon their needs and interests. Subject matter then becomes simply a tool to help students understand and order their experiences. Dewey suggests that students have active roles in discussing and deciding upon proposed content, exploring it and evaluating curricular activities. Educators do not have to predetermine outcomes but can allow them to emerge from students' experiences (Mayhew and Edwards, 1936; NcNeil, 1981; Ozmon & Craver, 1981). Although the teacher involves students in different processes of curriculum development, this approach can be seen in practice to correspond with a liberal perspective on education, as a "transmission of modes of thought and conduct which have standards written into them . . .values derive from principles and standards implicit in it" (Sarup, 1978, p. 52).

Contrastively, reconstructionists emphasize the need for critical consciousness of the ills of society and suggest actions to remedy them (e.g., Apple, 1979; Bowles & Gintis, 1977; Brameld, 1970; Carnoy, 1974; Freire, 1981; Habermas, 1979). Although this approach does not focus mainly on students, their collaborative involvement is integral to effecting social change. Here again, subject matter, that is, writing, would be a tool for effective action, not only as a technical skill or linguistic competence, but also as a means to acquire communicative competence, an ability to promote mutual understanding through symmetrical and undistorted communications. The role of the teacher would be to enter into dialogue with students about their concrete life situations and social problems, show how an ability to write is integral to these situations, and stimulate students to become agents of their own learning so that they develop curriculum in collaboration with the teacher (Freire, 1981; Habermas, 1970). For

example, as a result of classroom discussions to stimulate awareness and suggestions for possible causes and remedies for recurring school-wide playground conflicts, students and their teacher might decide to write an announcement to other playground users. Such an announcement could challenge other students and teachers to become aware of the causes of problems and take action to remedy them--perhaps to formulate a change in school policy.

During the last fifteen years theorists have begun to focus on a sociology of curriculum, particularly on questions of who determines or controls knowledge students receive and of how this knowledge is distributed (e.g., Anyon, 1981; Apple, 1979; Bernstein, 1967; Eggleston, 1977; Giroux and Penna, 1979; Sharp & Green, 1975; Whitty, 1976; Young, 1973). Bernstein (1975), for example, may have provided a useful way of examining the role of students in a pedagogical "frame." (The word frame refers to the "degree of control teacher and student possess over the selection, organization, pacing and timing of knowledge transmitted and received," (Bernstein, 1975, p. 88), or a way of examining the degree of control the teacher and her students possess over the transmission or reception of knowledge. By discovering instances in which students have a passive, active, or critical role in curriculum making, implicit values, ideologies, or historical bases for writing practices may be identified.

The last question, "What relationship does the writing curriculum have to other elements of the middle school curriculum?" may be of special interest to theorists interested in how school scheduling or other school structures affect implementation of curriculum in the classroom. Because middle school is a passageway from elementary school to high school (Vars, 1973), changes are likely to occur in the transition from the typically more open boundaries between subjects of elementary schooling, to the typically more closed boundaries between subjects taught in high school. Also, in this transition student-teacher

interactions might be expected to move from the more personal student-teacher interactions characteristic of elementary school, to the less personal ones characteristic of high school (Bernstein, 1975).

Bernstein may have developed other useful concepts for investigating curriculum in terms of such issues. For example, he interpreted the concept of curriculum as "principles governing the selection of, and relation between, subjects" (p. 70), and developed a system of classification, which refers to the degrees of maintaining boundaries between subject areas. Bernstein's classification system provides a means of describing boundary maintainers that limit a teacher's power or control over what subject areas they can integrate.

In addition, this last question is of special concern to teachers interested in integrating writing with other subject matter (e.g., using writing as an instrument for critical thinking and for developing social values). Giroux (1978) observed that misleading assumptions have traditionally dominated writing practices, for example, that instruction in writing must be confined to an English department. He asserts that the consequence is that writing is taught in an isolated and fragmented fashion. He contends, rather, that writing is not a mere technical skill, a drill in the mastery of techniques, divorced from other content areas and aspects of society that affect students' lives, but rather that writing is both dialectical and interdisciplinary.

For example, implementation of a curriculum of writing and critical thinking are dialectically connected, that is, students need to discern the substance of what they investigate by locating it within frames of reference that give it meaning. Interdisciplinary writing is not just the accomplishment of a writing objective and another subject objective concurrently by means of a same, or related learning activity. Writing is also more than a subject. It is a process that can be used to teach students another subject. For instance, by allowing

students to undertake the same roles as writers who prepare books and other learning sources in a particular subject, history, for example, students can learn how to write history rather than merely reproduce it. They can organize concepts according to writers' viewpoints, and question and analyze unexplained assumptions, meanings and relationships. (Giroux, 1979)

A documentation of writing processes and interrelationships that take place in the social context of the classroom may bring both teachers and administrators to a more accurate understanding of the value of writing as it relates to the entire school curriculum, and may bring them a heightened awareness of possible changes in methodology and scheduling that may improve the implementation of that curriculum.

Three Perspectives on Curriculum

Each of three curriculum perspectives may help to shed light on the classroom situation studied:

1. a reproductive perspective, because it strongly influences selection of the "what" and the "how" of curriculum in American schools (Apple, 1979; Corl, 1981);
2. a constructive perspective, because it is supposedly the basis of middle school practice as well as middle school philosophy (Corl, 1981); and
3. a reconstructive perspective, because many educators (e.g., Apple, 1979; Brameld, 1970; Giroux, 1980; Cherryholmes, 1981) propose its application to remedy deficiencies perceived in both the reproductive and constructive approaches to curriculum in use. (e.g., undue attention to maintenance of the status quo, failure to reflect on and criticize norms and structures of educational practice).

The Reproductive Perspective

The reproductive approach to curriculum encompasses the traditions in educational philosophy of both essentialism and perennialism. The two traditions have in common:

> the idea that learning is something which comes about because of the action of the environment on the learner. Both argue that it is the task of the teacher to manipulate the conditions of the environment such that desired outcomes are reached. For both, the planning of outcomes is a (if not THE) fundamental activity of the curriculum specialist, and of the teacher. (Corl, 1981, p. 4)

Because "the two themes of Essentialism and Perennialism comprise the mainstream of educational thought in the western world" (Corl, 1981, p. 4), the reproductive approach is most likely to affect the practices in American schools' including the practices at this particular middle-school.

Ralph Tyler (1949), for example, delineated a reproductive (competency-based, traditional) approach to curriculum theory and practice. He described his curricular model as a means-ends, linear approach, in the following four-step sequence in which he conceived of knowledge in an objectives format:

1. selection of objectives (ends),
2. development of means to attain the ends,
3. organization of means, and
4. evaluation of outcomes in terms of the objectives.

Tyler suggested a screening process for selecting objectives that are "efficient and consistent so that the student is not torn by contradictory patterns of behavior" (p. 33). People who have adapted his rationale to curriculum development tended to impose a

> 'top to bottom' tradition, with those at the top setting the purposes and functions that narrow the school's objectives; the objectives, in turn, control classroom instruction. (McNeil, 1981, p. 96)

Although Tyler also took into account different data sources, that is, learners and social conditions as well as subject-matter specialists, he focused

particularly on the subject-matter specialist in his plan for curriculum development (McNeil, 1981; Tanner & Tanner, 1980). Objectives, in practice, often center on easily measurable cognitive skills. Teachers often devote much time to testing students for mastery of the skills, or intended outcomes (Townsend, 1980). Thus, a definition of curriculum appropriate to this approach is primarily concerned with subject matter (e.g., skills), the "what" of curriculum, that Johnson defines as a "structured series of intended learning outcomes." (1967, p. 136)

The Constructive Perspective

The constructive approach to curriculum is based on the philosophy of modern progressivism (pragmatism) that emerged near the end of the nineteenth century. Because the conception of the middle school is based on progressivism, and because progressivism has in recent history been strongly affected by essentialism and perennialism, both reproductive approaches, it appears that both the constructive and the reproductive theories determine characteristics of a middle school curriculum in use.

> Progressivism flowered in the 1930's in the United States, and then was stifled as a movement by the majority forces of Essentialism and Perennialism as the need for specific skills and knowledge to cope with a world at war became important to those who paid for American education. Elements of Progressivism, however, such as the project method of instruction and unit teaching, remain firmly embedded in our schools, as does, for some, the idea of schools which exist to capitalize on real experience, to develop meaning, and to help students solve real problems in real settings. (Corl, 1981, pp. 8-9)

> It is clear from even a casual perusal of the curriculum literature that The Middle School Movement is rooted deeply in Progressive ideology. Any attempt to apply Essentialist or Perennialist doctrine, or any other for that matter, clouds and confuses the goals, the programs and the practices of the middle school. (Corl, 1981, p. 26)

John Dewey (1938), for example, proposed a progressive, or constructive approach to curriculum theory and practice. He perceived knowledge as

constructed through ongoing experiences, or interactions of students with the teacher and with other resources. Hence, in this case, the teacher acts as a guide, and centers curriculum on students' interests and their developmental needs. The constructive approach is concerned with the "how" or methods of curriculum as well as with outcomes. Rugg defines curriculum according to this view as:

> everything that the students and their teachers do. Thus it is twofold in nature, being made up of activities, the things done and of the materials with which they are done. (1936, p. 18)

The Reconstructive Perspective

The reconstructive approach to curriculum , although it has the same basis as modern progressivism or the constructive approach, is differently interpreted. Although progressivism supports continuous change and a forward-looking approach to people's and society's problems, many progressivists advocate processes of helping people adjust to society rather than changing it. They support the idea of dealing with problems within existing frameworks of society--whereas many reconstructionists believe that:

> while this may be a reasonable approach for some problems, it is often necessary to get outside the general bounds of the contemporary value system in order to look at our problems afresh without traditional restraints. . . Some of the things we consider evil are really part of the institutions to which we give allegiance, and we cannot hope to eradicate such evils without changing these institutions fundamentally. (Ozmon & Craver, 1981, p. 124)

Paulo Freire (1978), for example, advocates a reconstructive (or reconceptualist) approach to curricular theory and practice. He sees knowledge as a liberating tool, as a basis for action to solve problems of society. The reconstructive perspective (social criticism and action) centers on how persons (teachers and students, for example) can identify and facilitate replacement of unjust social structures. (Orimoloye, 1983). Knowledge is not merely a given or a created social construct. Participant learners question the social constructs,

the meaning and nature of knowledge itself. Thus, the reconstructive view of curriculum is concerned not just with the "what" of knowledge, with the "how" of acquiring knowledge, but also with the processes used to constitute and legitimate such knowledge, and with the "why" of knowing. In these contexts:

> . . . democratic procedures should be used on every level of schooling. This means that the student will play an active part in the formulation of objectives, methods, and curricula used in the educational process. (Ozmon & Craver, 1981, p. 139)

Learners reflect upon the process of thinking itself, and upon how knowledge is linked to questions of social relationships (Giroux, 1979). They can know only to the extent that they reflect upon and make problematic the natural, cultural and historical reality in which they are immersed (Goulet, 1981). For example, students are immersed in the reality of the school curriculum, which Eggleston defines as:

> a body of learning experiences responding to a societal view of knowledge that may not always be fully expressed or even fully accepted by teachers or students. (1977, p. 20)

Specifically, the three perspectives on curriculum can be used as conceptual tools for discovering, describing and analyzing the teacher's (and students') perceptions of the writing curriculum, the "what," the "how," and the "why" of writing as the writing program emerges from one sixth-grade classroom during a school year.

The Middle School As a Site for Curricular Research

The middle school is an important site for research in curriculum because, for example, traditional forces dominant at both elementary- and high-school levels seriously threaten the Middle-School Movement, that is, the reproductive and constructive approaches seemingly conflict with each other.

> The middle school was designed to be a Progressive institution, and then was gradually co-opted by an increasingly conservative and conventional society. The concept of traditional subject matter as basic material to be learned is anathema to the Movement as it was

> conceived, and as it is promoted by most of its adherents. (Corl, 1981, pp. 17-18)

On the one hand, certain activities characterisitic of elementary and high school unduly influences the curriculum of the middle school. They include vocational influences, i.e., undue narrowing of goals set up primarily for older adolescents, and the indiscriminate application of educational tenets more suited to needs of very young learners (e.g., teaching of reading skills to the exclusion of skills necessary to process non-print information). Rather, the middle school is designed to help students explore the multiple aspects of their world. (Corl, 1981)

On the other hand, certain activities of the elementary and the high school need to be extended to the middle school. The preadolescent is making a transition from a concrete operational stage of thinking ("a conceptual stage where the early adolescent organizes information around categories which are generalizable from one instance to another") characteristic of elementary age students to a formal operational stage (characterized by abstract thought, and use of components of logic and reasoning to make decisions) typical of high school age students (Piaget, 1970; Thornburg, 1981, p. 135).

Although curricular theoriests have suggested writing activities incorporating aspects of the reconstructive (social criticism and social action) approach for high-school students (e.g., Brameld, 1970; Giroux, 1978; Newmann, 1975), middle-school students also, because of their emerging abilities to deal with abstractions, hypothesize, and make logical deductions, can build upon concrete experiences of organizing and categorizing information of elementary school and become involved also in activities of critical thinking and writing as well.

Middle schools, usually encompassing grades six, seven, and eight, are based on the assumption that preadolescents (an age range from ten to fourteen

years) have specific needs resulting from changes in physical development, social interactions, and intellectual functioning. Middle schools respond to preadolescent needs by developing programs focused on the learner rather than on the structure of a discipline. Middle school programs are designed to build upon elementary-school learning experiences and to provide a bridge to high school years. (Clark & Clark, 1981; Swaim, 1981)

Characteristics attributed in the literature to middle school are student-centered (e.g., Georgiady, 1980; Riegle & Romano, 1973; Michigan State Department of Education, 1980). Characteristics of middle school aim at meeting developmental needs of students--intellectual, social, physical, and emotional. Two prime examples of these characteristics are 1) the flexible scheduling of classes to encourage freedom of movement and self-directed learning, and 2) the use of curriculum materials that provide for individual student needs and interests.

Characteristic curricular activities of the Middle School include the following: a) organized opportunities to improve basic skills (e.g., reading, listening and asking questions), b) student choice of topic areas for investigations, and of methods and resources for learning activities, c) creative experiences that students can direct and develop, d) learning experiences that gradually move students from concrete to abstract modes of thinking (e.g., hypothesizing and decision-making), e) small group interactions through which students may experience acceptance by peers, become aware of new concepts of self, and develop social skills, and f) procedures that offer students a personal and positive evaluation of their products, and that allow for students' own assessment of their present progress and their planning for future progress.

The researcher can compare typical middle-school characteristics with typical elements manifested in the writing curriculum that the teacher and

entering middle-school students of this study enacted. For example, does the teacher follow the format of a school-endorsed textbook or program? Insofar as she follows such a format, does the program or text address the immediate and ongoing needs and interests of her preadolescent students? Or does she continuously assess student needs and interests and improvise writing activities, using alternative resources to meet their emerging needs? In what ways do district or school policies inhibit or constrain the teacher's efforts to provide for students' developmental needs and interests?

Writing as a Problem Area for Curriculum Development

Educational theorists and researchers (e.g., Applebee, 1981; Giroux, 1978; Graves, 1977) point out that writing is a problem area for curriculum development from viewpoints of both educators and society at large.

According to Graves (1977) society regards writing more as a series of norms to be met than as a means to communicate. In support of this view he cites a survey that he made of newspapers and magazines--articles and letters to the editor--that document a fascination with errors of writing rather than attention to the substance of writing. He states that interviews with adults also indicated a societal view that identifies the recent national focus on the "return to basics," with writing as a punishing aspect of the adults' own memories of schooling. Interviewees advocated writing (e.g., teaching of grammar, assignment of written compositions) as an effective means to correct a present lack of acceptable student conduct in schools.

Schools, especially those using a traditional textbook as curriculum guide, often treat writing instruction as imparting primarily a series of technical skills that typically focus on formal rules of grammar, spelling drills and punctuation. (Applebee, 1978; Brown, 1981; Giroux, 1978; Graves, 1978). Writing instruction is then often perceived as a skill only marginally connected to the learning of

other subjects, e.g., limited to the mechanics of testing, filling in blanks, or "slotting in" missing information (Applebee, 1981, p. 9).

Transcending these influential perspectives, a presupposition of this study is that writing instruction is much more than a series of decontextualized or mechanical skills. Learning to write involves an integration of both form and content; it is a process of learning how to think, or to make decisions in the process of discovering and integrating new knowledge. Writing instruction is a dialogic process--involves exchanges of ideas and opinions--a relationship among author, subject and audience. (Applebee, 1981; Giroux, 1978; Graves, 1981; Moffett, 1979; Moffett & Wagner, 1983)

To confront problems of identifying and describing different aspects of a writing curriculum, it is first necessary to ask questions regarding cognitive and social activities that produce writing, i.e, questions about the curriculum in use--for example, ensuing research questions based upon the following assumptions about writing: a) that characteristics of the process of writing can be observed in social contexts, b) that understanding of writing in its social contexts presupposes understanding meanings that social contexts and uses of writing have for participants in the contexts, and c) that curricular theories can shed light on meanings of patterns (e.g., concepts, purposes for writing) in data gathered as teacher and students negotiate processes of teaching and learning to write (Hymes, 1972).

The act of writing, for purposes of observation, is construed as the process of forming characters, letters, words (and drawings) on paper, acetate, chalkboard, etc., with pencil, pen or chalk, and the oral language and social situations that form the contexts for these writings. The meaning of writing, i.e., the participant's interpretation, can be induced, for example, from the teacher's stated purposes for and reflections on the teaching of writing, student

comments and reactions to the process of learning to write, and concurrence (or non-concurrence) of teacher and student activities with the teacher's stated purposes or directives. Curricular theories may illuminate the teacher's perspectives in relation to middle school philosophy and the purpose of writing in the curriculum (see Figure 1).

A writing curriculum from a reproductive, or traditional perspective centers on established subject matter fields or on reproducing our cultural heritage, for example, summarizing selected literary works. The establishment of only general objectives, for example, teaching students to think, is considered scientifically unverifiable. To be preferred is the establishment of specific objectives derived from available knowledge with emphasis on evaluation of these objectives by pre- and posttesting (Hirst, 1974; Tyler, 1981). Emphasis is on a series of efficiently testable skills that include handwriting, spelling, punctuation, simple to complex sentence structures, and possibly skills of paraphrasing or summarizing established works (Graves, 1977; Giroux, 1978; Moffett, 1979).

A writing curriculum from a constructive, or progressive perspective, centers on students and their needs. A constructive curriculum takes into account subject matter as created or integrated in present or ongoing experiences of students, such as feelings and emerging ideas, as they explore and interact with their environment. A constructive curriculum also introduces students to teacher guided projects such as story writing and interdisciplinary research reports that involve using a variety of methods suited to faciliate their social, emotional, and intellectual growth (Corl, 1981; Dewey, 1916; Graves, 1977; Mayhew & Edwards, 1936; Ozmon & Craver, 1981; Uehara, 1978).

A writing curriculum from the reconstructive, or social criticism and social action perspective, focuses on ways to stimulate student awareness and

articulation of possible alternative futures for society, or alternatives to present oppressive societal practices. A reconstructive curriculum emphasizes writing as a dialectical process in which participants in the process contextualize events, see concepts as problematic, and express viewpoints or write critically about conflicts in and norms and mores of society, for example, issues of injustice, and whether or not they should, and how they might be changed (for example, rewrites of history from critical perspectives; series of debates and letters on issues of school reforms; written discourse about school constraints of scheduling and space limitations, or frustrating experiences and alternative ways to deal with them). (Freire, 1981; Giroux, 1978; Newmann, 1975)

The next chapter describes the circumstances and methods of data collection and analysis in a middle school sixth-grade classroom--how data were gathered and analyzed in view of the four exploratory questions, and the assumptions and the perspectives delineated in the present chapter. The third chapter describes the setting of the study and writing events in relation to the four exploratory questions. The last chapter summarizes the study and explains the significance of findings for educators. For example, the value of an in depth case study, generalizable to other teaching situations has rarely been done in middle school--it presents models to show, for instance, that rather than accept a predetermined curriculum or text, teachers can develop writing curricula based on ongoing assessments of students in processes and products of writing. Such curricula need not neglect skills development but integrate teaching of skills with creative writing activities and interdisciplinary projects. Another contribution of the study is that it articulates three theoretical perspectives from which teachers can bring to bear on their own beliefs and practices--better articulate their own curricular activities and consider alternatives to improve their curricula.

Figure 1

Writing from three curricular perspectives

Perspective	Distinctive Features	Characteristic Topics and Activities
Reproductive (traditional, competency based, subject centered) focus on reproducing cultural heritage	Emphasis on prescribed life skills, technical skills taught in small time slots and testable, focus on what other writers have written	Formal aspects of grammatical construction, spelling drills, punctuation, handwriting, summarizing
Constructive (progressive, experience based, student centered) focus on present	Emphasis on use of writing to express feelings & interests, to develop ideas; to create meaning from experiences; to facilitate students' social, emotional and intellectual growth	Creative themes and stories; reports on research projects
Reconstructive (analytic, promotes social change, centered on society) focus on	Conception of writing as a menas of discourse for thinking critically about unjust social structures; for analyzing societal contradictions; for involving learners in actions aimed at transforming social realities	rewrites of historical accounts from a critical perspective; written discourse about alienating experiences or structural constraints; letters proposing school reforms

CHAPTER II

METHODS

Background

This study is derived from a larger research project on the Acquisition of Written Literacy[1] based on data collected both in a second grade in an elementary school and in a sixth grade in a middle school. The data for this investigation was selected from an enormous amount of data collected only in the sixth grade, much of which was not dealt with or elaborated on in the larger study. The author of this presentation was the primary collector of data in the middle school. This investigation focuses on separate theoretical assumptions as well as the set of separately developed exploratory questions described in Chapter I.

This study follows especially one of the directives for further research suggested in the final report of the larger study (Clark & Florio, et. al., 1982), namely, a more focused descriptive study to illustrate the influence of the teacher's beliefs about the writing process on her planning and teaching.

Rationale

Ethnography, typically used in anthropology and sociology is a way of studying social groups. It is particularly suited for the study of curriculum.

[1] Written Literacy Study, co-coordinated by Christopher M. Clark and Susan Florio, with Janis L. Elmore, June M. Martin, Rhoda J. Maxwell, and William Metheny. Research sponsored in part by the Institute for Research on Teaching, College of Education, Michigan State University, and supported by the National Institute for Education (NIE Contract no. 400-81-0014 and NIE Grant No. 90840)

Curriculum is concerned with questions of content, method and evaluation or goals (Bernstein, 1975). These elements are not found in isolation but are interrelated systems that evolve in social contexts of the classroom, school, and community (Eggleston, 1977). Because writing activities take place in social contexts, and because writing can be viewed as a dialectic process among writers, their audience, and the content of the writing (Giroux, 1978), an approach is needed that is aimed at understanding how settings and perspectives of participants affect ways that curriculum is enacted.

Curriculum has dimensions that are wide in scope and cannot always be determined a priori. For example, Eggleston (1977) described curriculum as "a body of learning experiences responding to a societal view of knowledge that may not always be fully expressed or even fully accepted by teachers or students" (pp. 20-21). Ethnography employs techniques designed to illuminate such experiences. These techniques include the following: gathering of many types of data relevant to the meaning structures of the participants; reduction and analysis of data in accord with questions guiding the reseach; using information gathered and theories that emerge to direct subsequent data collection; and refining and testing theories through consideration of both negative and supporting evidence (Wilson, 1977).

At least three types of interpretation can be used to understand the teacher's manifested and intended writing curriculum, and the hidden and unintended curriculum of classroom and school. The types of interpretation consist of the following: first, an identification and description of activities or events and the relation of these events to one another; second, the interpretation of social meanings of events from the viewpoints of participants, or insiders; and third, the relation of such events to external considerations, e.g., theories from the social sciences, current trends, historical and philosophical factors (Bellack,

1981; King, 1982; McCutcheon, 1981; Schatzman & Strauss, 1973; Willis, 1977; Wilson, 1977).

More specifically, in this study the three types of interpretation will focus on the following:

1. identification of writing curriculum activities and their common ingredients and interrelationships;
2. viewpoints of the teacher, and peripherally, those of students, on writing activities; and,
3. the relation of the writing curriculum to the different curricular theories presented in Chapter I, namely, reproductive, constructive and reconstructive approaches to curriculum making.

Data Collection and Analysis

Overview

Data for this study were collected during an entire school year. Entry was negotiated and maintained with an experienced teacher of communication arts and social studies who had a reputation for having her students do a lot of writing. Data, collected in a mid-Michigan middle school, consisted of the following types:

a) field notes, gathered each day during the beginning weeks of the school year, and approximately two-three days each week during the remainder of the school year;

b) videotapes of writing project activities (two days in the Fall and two days in the Spring), supplemented by audiotapes of small group interchanges;

c) weekly teacher journals about plans for and reflections on the writing curriculum;

d) weekly teacher interviews; and

e) student writing samples, and other school artifacts.

These data are particularly appropriate for investigation of the four questions proposed in Chapter I (see Appendix A for data samples). For example, the weekly journal entries and teacher interviews reveal information about teacher selection of content, and perspectives on how she implemented her plans, topics addressed by the first two questions. Field notes and videotapes reveal information about students' interactive roles in curriculum making in the context of several writing occasions and indicate ways that scheduling and other elements tend either to isolate writing or integrate it with other curricular areas, topics addressed by the last two exploratory questions. The different types of data are also compared (triangulated) with one another to test working hypotheses (Gorden, 1969; McCutcheon, 1981). And finally, after consideration of both supporting and possibly disproving evidence, and of alternative interpretations, propositions are revised and conclusions synthesized.

Participant Observation

Questions about the actual process of teaching writing can't be considered unless extensive time is spent gathering detailed data in the teaching environment, e.g., the classroom (Graves, 1981). As participant observer, I was present in the classroom nearly half (78) of 180 required school days. My activities, as I observed teacher-student involvements during all or part of the school day, included the following: detailed recording of observations in field notes, videotaping selected writing events, collecting writing samples and other school and classroom artifacts and participating in some teacher-student activities.

Data collection proceeded through three distinct phases. In the first phase (September 5 - September 28), the first month of the school year, I observed teacher and student interactions during each school day to discover how the

school day was becoming organized, and times when writing was taking place. These early days of the school year were also times for students, who had come from at least seven different elementary schools, and for me as well, to become better acquainted with different aspects of the new school environment. Ms. Anderson, the focal teacher, introduced me to students as a friend, with whom all, herself included, would eventually become better acquainted (Field notes, 9/6/79:2). I indeed became better acquainted with the students and the teacher, despite limits of classroom space that often constrained my mobility and accessibility to many of the students (see also, Chapter III, e.g., Figure 3, for further description of space constraints). Samples selected from selected field notations on space limitations follow.

> There is a shortage of chairs. Gordon, (student) moves teacher's chair to back (south) corner of room for me, near folding door--a mistake, because Mr. Hathaway (Ms. Anderson's teaching partner) soon opens folding doors so that the teachers can address both groups of students regarding the school handbook. I felt that I was in the way, in students' line of vision, so moved to the now back (North end) of room near the door (to hallway), stood to observe the proceedings (Field notes, 9/10/79:3)

> I sometimes feel in the way. Room seems crowded. Hardly a place for me to stand without being in someone's pathway. (Field notes, 9/14/79:5)

Because Ms. Anderson was rarely not interacting with, or responding to the needs of her students (approximately 30 in each of her classes), I squeezed in times to confer with her, most often just before or after class sessions or activities, responded to students' requests for my assistance and to their offers to be of assistance to me, and played Scrabble with them, also games they had devised. In addition, I participated with the teacher and students in more formal, or planned, getting acquainted activities. For example, we each wrote a This Is My Life booklet that we shared with one another (see Chapter III for an account of this activity).

During the first days of school final decisions about scheduling of regular classes were delayed--initially because of uncertainty regarding final student enrollment count and the possiblity of adding a third teacher to their team, and later, because of the necessity of waiting for a series of test results that served as criteria for grouping students according to ability. Groupings for spelling classes, for example, were not announced until September 24, and reading classes not until two days later. I documented the establishment of separate spelling and reading classes in field notes:

> Ms. Anderson explains to me that next Monday, students will go to a spelling teacher in one of six rooms, and that student names would be posted on the doors of the rooms. (Field notes, 9/21/79:9)

> Ms. Anderson tells students that on Mondays and Thursdays they will have reading right after spelling. She reads aloud the names of students who will be with each of the teachers. (Field notes, 9/26/79:7)

In the midst of processes of testing and solidifying the school schedule, Ms. Anderson introduced students to a variety of short writing activities which took one week or less. She began to speak of writing events in relation to one another, and revealed plans for types of writing assignments that she would assign throughout the school year on a regular basis, as illustrated in the following field notes written in September:

> Ms. Anderson explains that she requires a research theme at the semester, and that students have already been preparing for this by doing their life booklets. Field notes, 9/26/79:8)

> Ms. Anderson explains that everyone is to do a book report every nine weeks . . . must have read one new book by November 1. (Field notes, 9/11/79:5)

As I examined the date in search of writing activity patterns and deviations from patterns in ongoing reviews of field notes, I hypothesized that the writing curriculum would characteristically facilitate written literacy through predictability of structure and diversity of task (Memo, 10/15/79).

In the second phase of data collection (October 2 - December 19) I sought additional patterns of activity to support my hypothesis. I observed teacher-student interactions in the more established and regular patterns of a segmented school schedule of separated spelling, reading, "communication arts," and social studies classes that Ms. Anderson taught. I also began to extend my observations to the mathematics and science classes that Mr. Hathaway, her team partner, taught. As I attempted, by random selection, to cover each of these discrete subject areas, I noted within the delimited areas of communication arts and social studies continuous patterns of activity and interrelationships among frequently occurring writing events. Increasingly, however, I became frustrated with what I considered an inadequate coverage of writing events. My random two-to-three days per week observations caught only "pieces" (formal, or teacher planned segments or parts of writing activities) and "traces" (unplanned or spontaneous references to formally planned writing activities). I began to consider how to find a way to observe at least all the "pieces" of a writing activity. In October field notes I wrote the following:

> I am again wondering how best to choose times/days to be at Harbin Middle School. Many factors could be determining criteria, e.g., continuity of lessons, comparision of "one lesson" taught to two different groups--are they really alike? In that case, would I miss out on different types of writing across subject areas? Closer examination and careful coding of notes already acquired may yield more clues, or suggest other criteria for deciding times for participant observation. (Field notes, 10/3/79:4)

Despite my dilemma about a suitable observation schedule, I began to formulate what turned out to be a recurring and basic theme of Ms. Anderson's curricular planning--that she would use student performance in earlier writing activities as a basis for selecting, sequencing, and building later and more complex writing activities. In November field notes I wrote as follows:

> Also, inspired by the type of work students do, Ms. Anderson finds occasions for one assignment to lead to another. Students' preference for report writing stimulates Ms. Anderson to

> opportunities to develop/provide students with skills that they might choose alternative types of writing--e.g., to write imaginatively about place, personal characterization and conversation in creative story writing. (Field notes, 11/28/79:4)

In the third, or last phase of data collection (January 10 - June 9), as a means to pick up all the "pieces", I met with the teachers during a planning meeting in early January, and asked them to select, in their respective subject areas, activities for me to observe. Ms. Anderson made suggestions for projects she would begin in social studies and communication arts, and Mr. Hathaway suggested activities he would begin in science and mathematics (Field notes, 1/10/80:1). During this phase, then, I observed activities in each of the four subject areas. I consulted the teacher about beginning times for activities or projects, and consulted frequently, especially with Ms. Anderson, about the changes she continued to make in her plans. But because of unexpected last-minute interruptions the teacher was not always able to predict happenings accurately and I sometimes missed out on the action. The following February account illustrates the case:

> Called Ms. Anderson to ask her about participant observation times for the following week. She informs me of no school on Monday (Presidents' Day), suggests times for Tuesday and Wednesday (two times each day in which students will do research in the library), and probably Thursday afternoon and Friday morning. She wants students to take most of their notes this week. . . .I also asked Ms. Anderson about time discrepancies of last week. . . .I told her I'd rather come early than late . . . says that times for class were different, probably because of the assemblies. (Memo: 2/17/80; 335)

As I continued my patterns of observation or data gathering I reviewed field notes and other data sources, particularly to seek out the teacher's perspective (e.g., Interviews, Journal entries). I charted the flow of writing activities, common techniques the teacher used to present and implement writing activities, and different ways that students participated in the events. I also continued to search for ways that events were interrelated. In addition, I

also identified and categorized the constraints that the teacher encountered as she enacted writing curriculum with her students.

The next chapter describes the setting of the study, and writing events, or findings in relation to the four exploratory questions.

CHAPTER III

THE CREATION AND IMPLEMENTATION OF A WRITING CURRICULUM

Introduction and Overview

The primary focus of this presentation of data is the writing curriculum that a middle school teacher, Ms. Anderson, and her sixth-grade students enacted.

The four sections of this chapter respond to four corresponding exploratory questions, namely:

1. What writing curriculum does the middle-school teacher choose to develop and implement with her students?
2. How does the teacher actually implement the writing curriculum?
3. What are the responsibilities of students for enacting the writing curriculum?
4. What relationship do elements of the teacher's intended writing curriculum have to other curricular elements of the school?

An assumption of this study (see Chapter I) is that curriculum is not only the what, objectives or goals, but also involves the how, processes or methods, and the why, answers to questions such as "Who decides the curriculum? For what purpose?" Another assumption is that the what, the how and the why of the curriculum in use are inextricably interrelated. This analysis, however, treats the what, the how and the why of curriculum separately as well as in relationship to larger contexts.

In response to the first exploratory question, the first major chapter section identifies the teacher's goals or beliefs (e.g., to provide opportunities in

which each student can feel successful, do his or her best, enjoy writing activities), and how such beliefs or goals influenced the teacher's plans for enacting the curriculum of writing (e.g., sequence skills, choose types of resources, involve students in activities of writing, use models, provide opportunities for students to share their written products).

In response to the second exploratory question, the second section of this chapter describes key writing activities of the school year, and how Ms. Anderson linked these activities in her ongoing efforts to meet her overall purposes or goals for teaching writing, namely (a) to improve student skills developmentally, (b) to stimulate student interest in longer term meaningful writing projects, and (c) to transcend subject area boundaries, i.e., use writing as an instrument to accomplish social studies objectives or goals.

In response to the third exploratory question the third section of this chapter elaborates upon specific writing events to show how students increasingly took responsibility for different aspects of the writing process, for example, by listening to directions, by revising drafts, and by critiquing written products of their peers.

And, in reply to the fourth exploratory question, the fourth or last chapter section elaborates upon specific writing events to show how teacher and students dealt with potential obstacles to the enactment of writing, namely, those constraints primarily related to imposed content, large numbers of students, and time and space limitations. Considered here, for instance, are ways Ms. Anderson dealt with district or school imposed curricular elements such as the school spelling program, school schedule (see Appendix B) school stated objectives for writing (see Appendix C), and accomplishment of Common Writings (see Appendix D), that appeared to frustrate her intended writing processes, that is, selected teaching and learning activities.

First, as a prologue to the four sections, a description of the setting is important in order to establish environmental context for subsequent description and analysis. Schools, and especially classrooms, as contexts of, or environments for literacy offer both constraints and opportunities that affect the planning and enactment of the writing curriculum (DeFord & Harste, 1982; Graves, 1981).

Setting of the Study

School Environment

The setting for the study was Harbin Middle School (names of the middle school site, teachers and students are pseudonyms), which was located in a midwestern university city inhabited by approximately 47,000 persons. At the time of the study the school population consisted of 515 sixth-, seventh- and eighth-grade students. The majority of entering sixth-grade students graduated from one of seven area elementary schools. A principal and an assistant principal oversaw school activities. Six team teachers staffed each grade level. The school also employed 12 special area teachers and 12 supportive personnel (e.g., reading specialist, librarian, counselor, teacher aides, clerical helpers).

Academic teams of two-to-four teachers were responsible for instruction in math, science, social studies and communication arts (including reading and spelling) to two or more groups of approximately thirty students. Special area subjects (for sixth-grade students) included music--band, strings, or chorus; art; and physical education.

Sixth-grade students were assigned to one of three teams of two teachers (team 61, team 62, or team 63). Ms. Anderson taught social studies and communication arts, and Mr. Hathaway, her team partner, taught math and science to the same group of sixty students, namely, team 61. Both teachers taught separate classes of reading and spelling that included students outside team 61.

For all team subjects, except reading and spelling, students were divided into two heterogeneous groups of equal number. For reading and spelling students were assigned homogeneously to their respective classes, according to test results, to one of the six sixth-grade teachers.

Classroom Environment

Sixth-grade students and their teachers reported to classrooms located on the second floor of a three-story building. At the south end of a long hall is the school library. Next to the library, on the west side of the hall, was Mr. Hathaway's classroom. Next to Mr. Hathaway's classroom was that of Ms. Anderson. A folding door divides the two classrooms.

The North (front) wall of Ms. Anderson's classroom contains a (nearly) wall to wall chalkboard. Toward the front of the room, in the East wall, a door leads into the hallway. Next to the door and built into the wall, are cupboards bordered on each side by two small bulletin boards. Directly across from the door, in the West wall, are three adjoining windows. To the left of the windows is a large bulletin board. The floor is carpeted. A public address receiver and a calling button are on the east wall.

A mix of desks, and tables with chairs accommodated student work space. Classroom maps (see Appendix E) illustrate differences in arrangements of furnishings for various writing activities during the school year.

Schedule of Activities

The school calendar year, September 6, 1979, through June 13, 1980, was divided into four "marking periods" of approximately nine weeks (Student Handbook, p. 19). At the end of each marking period, teachers sent computerized reports of student progress to parents. (See Appendix F for sample reports items.) The reports consisted of approximately fifteen-to-twenty brief

comments relative to the students' academic progress and social growth. The school did not send out letter grades or percents. In the fall and spring, the school scheduled parent-teacher conferences and the teacher sent home a report of progress the day prior to the scheduled conference.

Formally divided blocks of time--five class periods of fifty-five minutes, one class period of thirty-six minutes, a twenty-five minute lunch period, and three minutes between these periods--divided activities of each school day (see Harbin Middle School Schedule, Appendix B). Team teachers were theoretically free to negotiate with their teaching partners teaching time for their respective subject areas within the school assigned daily morning and afternoon team subjects time blocks. More is said about scheduling and negotiation of teaching time later in the text.

First Section: Selection of Writing Curriculum Goals and Processes

Goals

In the context of her subject area domains, that is, communication arts and social studies, Ms. Anderson, in interaction with her students, developed goals and implemented means to attain them. Ms. Anderson reported that her overarching concern, her goal, was that each student experience success. For example, after a particularly difficult and tedious series of pretests, Ms. Anderson considered a need for short lessons of more appropriate levels of challenge to students so that they would feel more positive about their writing experiences. In a September journal entry she wrote

> I want to start with several short lessons or activities where everyone can feel successful. (Journal, 9/7/79)

And in an October interview Ms. Anderson expressed the need for introducing skill lessons to facilitate student success experiences in anticipated larger writing endeavors.

> Ms. Anderson feels that it is better to teach students a writing skill than plunge them into an activity where they have to know the skill to be successful at the activity. (Interview, 10/9/79)

Processes

Ms. Anderson interpreted writing instruction processes as consisting of three aspects--the teacher's role, the students' role, and the "why of teaching writing" (Journal, 9/6/79). The following paragraphs give evidence for this assertion.

The Why of the Writing Process

Ms. Anderson identified both a general "why" for the writing process, namely, to clarify feelings and focus thinking, and differentiated four specific "whys" to categorize particular writing activities, namely, (a) writing as skills development; (b) writing as a process--of drafting, then editing and revising; (c) writing as a means to achieve social studies goals; and (d) writing as a "filler" for gaps in the classroom or school program (see Figure 2 for categories of "skills," "topics", and "social studies"). The second section of this chapter describes each of the key writing activities Ms. Anderson classified primarily as "skills" development lessons, writing activities she classified as "topics" projects that involved editing and revising of first drafts, and writing activities she classified as "social studies" or interdisciplinary projects. The fourth section of this chapter describes writing activities she classified as "fillers."

In Ms. Anderson's view, expressed in an early school year journal entry, the "why" of teaching writing in general was the conviction that writing helps students throw light upon their feelings and concentrate upon, clarify, and develop ideas about a topic or a question:

> To me, one of the most important reasons for teaching writing is the belief that writing forces one to focus on a problem or an idea. It becomes necessary to make judgments--is this good--bad--or how could I state myself more clearly. Students often seem to have strong feelings on topics, but if they can't be stated on paper then the ideas obviously need clarification. (Journal, 9/6/79)

Later in the year she reiterated and elaborated upon her perspective about the "why" of writing:

> Ms. Anderson went on to say, that the reason she thinks writing is so important is that it helps students focus their thinking. They will often have ideas and arguments that are not thought out and they are unaware that their ideas need developing and clarifying. She believes the writing helps them do this. (Interview, 12/11/79)

Ms. Anderson's "why" of the writing process may be particularly important to know in relation to one or more of the four curricular areas the questions of this study address, that is, (a) bases for the teacher's selection of curricular writing activities, (b) keys to teaching methodology or curriculum implementation--interrelating and sequencing of writing activities, (c) guides for ways in which the teacher negotiated the curriculum with her students, and (d) clues to ways that outside sources or other curricular elements became constraints (obstacles) to or opportunities for furthering the teacher's curricular plans.

Teacher's Role in the Writing Process

The teacher's role in the writing process, as Ms. Anderson explained, is many-faceted. Part of the teacher's role, or functions that she identified, are the following:

1. to assess and develop student's writing skills through sequential building of writing activities,
2. to provide models as guides for student writings,
3. to provide assistance to individual students as needed,
4. to devise individualized skills tasks based on assessment of students' written products,
5. to evaluate written products, and
6. to share different facets of her role with students.

Ms. Anderson selected writing activities in view of these functions as illustrated in the succeeding subsections.

(1) Assessment and development of students' writing skills through sequential building of writing activities. The teacher's role, Ms. Anderson believed, was to facilitate student success experiences by discovering abilities or skills of each student, then developing or building additional skills based upon what the student already knew. In her journal, for example, she wrote in this regard that:

> . . . the teacher's role is to assess the skills of each of the students and help them develop their writing skills from that point. For that reason--while I may give the same theme topic to all 60 students--my expectations will vary with individuals. (Journal, 9/6/79)

By ongoing evaluations of students' current writings, Ms. Anderson determined skills that students needed. She attempted to meet student skill needs, as well as to stimulate their interests, by enacting various types of writing activities such as those described in the second section (see especially Figure 2). The second section describes key writing activities according to the time Ms. Anderson implemented them, in each of four marking periods of the school year, and according to three ways in which she categorized them. Ms. Anderson introduced one category of activity, "skills", to prepare students for another category of activities, "topics," longer projects that required students to do original writing of drafts with subsequent editing and revising. She intended that learnings from both these categories of activity extend to a third category of writing activities, one that typified writing as means to achieve "social studies" goals. But writing activities were interrelated across both marking periods and categories, according to skill emphases, for example. Such skills included construction and punctuation of sentences, paragraph composition and paragraph development, notetaking, and outlining (see especially Figure 2--symbols on the chart indicate common writing emphases of the different writing activities).

Figure 2. Key Writing Events that the Teacher Developed and Categorized During the Year

THE FOUR MARKING PERIODS OF THE SCHOOL YEAR

CATEGORIES	I (9/6-11/9)	II (11/12-1/5)	III (1/28-4/3)	IV (4/7-6/13)
A "SKILLS"	a. Book Summary b. Sentence Writing c. Following Directions d. Notes for Speech	i. Individualized Skills, e.g., Writing Conversation	m. My Age (theme outline) n. Library Research Skills, e.g., Bibliography)	q. Writing a Synopsis (myth)
B "TOPICS"	e. Diary Page f. This Is My Life booklet g. Themes, e.g., Something Old	j. Original Magazine Entries (e.g., short story, interview, table of contents) k. Theme, Me: Now and Then	o. A City of the World (Research Project and Speech)	r. Right is Write (Simulation)
C "SOCIAL STUDIES"	h. Graph Questions	l. Tasaday Letters (Simulation)	p. Class Meetings: Guess Who's Coming to Dinner?	s. Debate Notes t. Archaeological Dig (Simulation)

Examples of skills emphases, common threads, that transcend categories and marking periods.

sentence composition, spelling: a,b,e,f,h,t
paragraph composition, e.g., themes, letters: c,g,k,l
outlining, notetaking: a,d,f,j,k,l,m,n,o,p,s
writing conversation: i,j
story writing: j,r
summarizing: a,h,q
organizing (booklet): f,j,o
persuasive writing: l,s

Interrelationships among writing events is even more complex than the chart indicates. But, Ms. Anderson did not preselect the entire curriculum. Instead one writing event seemed to suggest another. For instance, Sentence Writing skills exercises (AI in Figure 2) prepared for or reinforced the Diary Page and This Is My Life booklet emphasis on sentence writing (BI in Figure 2), and the writing of Graph Questions (CI in Figure 2) extended emphasis on sentence writing in general to the challenges of writing a particular type of sentence, the process of writing coherent questions about summarized graph information. A lesson in Writing Directions (AI) introduced students to the format and processes for creative theme or paragraph writing, e.g., Something Old (BI), and Me: Now and Then (BII). The gathering of notes in rough outline form for a speech (AI) and the outlining prerequisite to the drafting of a theme, My Age, also prepared students for notetaking and outlining required for the research project and speech about A City of the World (BIII), and for notetaking and presentations of social studies activities (CIII), Guess Who's Coming to Dinner? The second section of this chapter further explains the interrelationships or sequential building of writing events.

Hence, skill lessons (short discrete writing activities), though at time taught in isolation, or separate from larger writing projects, were yet related to the projects -- typically more complex learning activities that involved more time, research and planning. The formal writing projects became the primary foci of the writing curriculum for Ms. Anderson in the sense that she planned for skill lessons as necessary prerequisites for her sequentially planned larger writing projects. Ms. Anderson articulated her plan for sequentially building of writing activities in an interview in the fall. Her comments are paraphrased below:

> Ms. Anderson does not like to "wing it" but likes everything well planned out. She likes lessons to be sequential so that she can refer back to previous lessons and kind of build on that. (Interview, 10/9/79)

(2) Provision of models as guides for student writings.

Another major procedure Ms. Anderson used to accomplish skills development was that of modeling. She believed that students' experiences with models of completed assignments or aspects of the writing process give them ideas, and confidence in writing. She expressed this belief in a journal entry:

> Because many students are insecure (to say the least!) about the writing process, I often do the assignment myself, and post it as a model so they can see if they have the right ideas. (Journal, 9/6/79)

One example of modeling is the Life Booklets that Ms. Anderson and another teacher constructed, particularly to show examples of caption sentences and to show ways that students could organize their own booklets. Field notes indicate how she shared the Life Booklet models with her students.

> Ms. Anderson passes out magazines, specifies that the assignment must be neat, well organized, and written in complete sentences that make sense. She asks students to look in the magazines for pictures that show something about their lives. She shows them a booklet she has done about her life. There are about two or three pictures per page and next to each of the pictures is written at least one sentence. Ms. Anderson reads these sentences to the class. They tell about her graduation from college, marriage, church, sons, hobbies, travel, vacations, experience as teacher in grade six. She shows students another booklet that Ms. Angell (another teacher) has done. (Field notes, 9/14/79:8)

Another instance of modeling is Ms. Anderson's drafting of a Following Directions composition for students to edit and revise, as she subsequently encouraged students to do for their own compositions.

> Ms. Anderson shows the sentences she has written a little at a time on the overhead projector; e.g., "If you follow my directions carfully. . . ('carfully' is crossed out and 'carefully' written above it)" Ms. Anderson asks students to read the next paragraph. Student does so. A student suggests that Ms. Anderson's cursive 'G' looks more like an 'S'. . . Ms. Anderson asks if there is a better way to say her paragraph. Students make suggestions. (Field notes, 9/25/79:2)

Yet another instance of modeling is Ms. Anderson's explanation and illustrations of preparatory notes as well as actual speech making:

> Ms. Anderson asks Peter to time her speech. . . .

> Jeremy: "Can we bring an animal?" (Ms. Anderson describes the pitfalls and advantages of bringing one.)
> Marston: "Ms. Anderson, I can't talk for two minutes." . . .
> Ms. Anderson explains note cards and the first and last sentence of her speech, which she shows on the overhead projector.
> Ms. Anderson: "I don't give speeches very often. . . (Ms. Anderson gets organized for her speech--tells how she got started in needlepoint, shows small pillow, materials used, counts off stitches to make design. . . .Ms. Anderson tells the advantages of her hobby. Students clap. Ms. Anderson smiles. . . . Ms. Anderson asks students to take a card and, by Friday, write their names on it and the topic for their speech. (Field notes, 10/10/79:5)

Not only did Ms. Anderson model assignments for students to give them a sense of direction, but also to help her anticipate problems students might have with their writing:

> She always likes to do the assignment first, partly to use it as an example, but also to see if there are any problems in the actual doing of the task that she didn't foresee. Ms. Anderson comments that she thinks she writes like a sixth-grader because of doing all the assignments. (Interview, 9/17/79)

(3) Provision of assistance to individual students as needed. Ms. Anderson believed in helping students meet with success not only by sequentially building lessons based upon her continuing assessment of their competence in writing skills and by providing models as guides to writing, but also by providing personal assistance to students whenever possible. During the second and third months of the school year, she expressed dissatisfaction with the amount of help she was able to offer students and in her journal indicated ways that she could provide more help for them, namely, additional work periods, and use of an aide.

> This morning there was also a work period where I could help students with this week's written work (description of a person). I wish I could find a way to do this more often. (Journal, 10/31/79)

> I hope they (students) begin to find the time valuable enough that they will police each other so I can concentrate on being a "helper". I'm also going to try to get an aide (from the university) for those afternoons so there will be two of us who can answer questions." (Journal, 11/29/79)

On through the school year Ms. Anderson implemented many student periods of writing activity and provided the assistance of an aide. For example, she provided many opportunities for students to explore the library to discover and use resources relevant to a research theme, A City of the World. Ms. Anderson and a university student assisted them during their search:

> Inez traces map. Martin looks at National Geographic; Gentry pulls out atlases. Steve pages through book on Greece and other books. Other students use atlases, encyclopedias, trade books and other library resources. Ms. Anderson assists various students. Student aide helps student. (Field notes, 2/21/80: 2)

Ms. Anderson and an aide also assisted students as they all creatively enacted a variety of roles to draft, revise, edit and evaluate stories in a simulation game called Right Is Write. (Right Is Write is available from Innovative Ventures, Inc., 429 Marbleridge Road, North Andover, MA.) The following dialogue illustrates ways Ms. Anderson offered help and encouragement to individual students:

> Ms. Anderson: "Bjorn, did you sell your story?" (Ms. Anderson explains to him how to give two papers to an agent to sell. She offers to help him with other assignments if he would not care to start another story.)
> Ms. Anderson: "Who's on their third story, anybody?". . . "Where's your agent? Oh, you're just to that point, eh?"
> Student: "Oh, I mess up on my other one bad. I couldn't change it."
> Ms. Anderson: (empathetically) "Oh. are you rewriting it?. . . Would it be easier to copy it from this one. . .? though (looks at his paper) . . . The words are right aren't they?" (Student responds) "You do what you think is best."
> (Ms. Anderson walks over to Tara's table)
> Tara: "I'm twisting it (the story) around a little."
> Ms. Anderson: "Once There Was?"
> Tara: "Yeah, that's my title."
> Ms. Anderson: "That's interesting. Once there was what?" . . . "What do you think?". . . (Ms. Anderson looks at another student) "What do you think she's gonna write?" (Videotape commentary, 5/6/80, 1:461-491)

In addition to providing time and opportunities for individual or personal assistance to students, Ms. Anderson also strived to enable them to work

independently and at their own pace on individualized skill assignments--again, as in sequentially planned group lessons and assignments, based on continued assessment of their competencies in writing skills.

(4) Determination of individualized skills tasks based on assessment of students' written products. As Ms. Anderson assessed the competencies of each student, she also planned writing skills activities on an individualized basis. Although she expressed the idea that writing activities--lessons and projects--are linked based on the building of complex skills, she realized that students had not attained the same skills. In an interview, she expressed the bases of her plans to meet her students' needs.

> Ms. Anderson uses several books and some ditto sheets for the material to teach different skills to different students. She has never found a kit of writing skills she likes as the students have too wide a range of abilities to be able to use one kit. The "Black Book" (the sixth-grade English text) has very clear examples, but some students can't handle the vocabulary so Ms. Anderson has to find the right reading level for each student as well as the skill he or she needs to work on. To accomplish this, she has keyed all of the available text books to the various skills and reading levels. When students work on the skills she assigns book pages and dittos applicable to each student. (Interview, 12/4/79)

Rather than ask students to seek her direction for a group skills exercise assignment and respond at a pace she would determine for the group, Ms. Anderson provided opportunities for students to interact independently with individualized written materials and to pace themselves.

(5) Evaluation of written products. Ms. Anderson usually commented on students' writing skills, in what ways their writings were meaningful or creative, the quantity of their writings, and on the abilities students exhibited in editing and revising initial drafts. In a journal entry, however, she explained that because of time constraints she did not require an edited and revised copy of one beginning of year assignment, she did not comment on errors in writing skills, but did write a comment on each paper to show that she had read it carefully.

> Over the weekend I read the diary assignments which the students turned in. I did not "red mark" them (indicate errors) since we had not discussed sentence structure, punctuation, etc., and they were not given time to make a second copy. I did make some sort of comment on each paper, however. Part of my philosophy of teaching writing is that what students write must be read as soon as possible and there should be some evidence for the student to see that the assignment was throughtfully read. (Journal, 9/18/79)

In accord with her goal that each student experience success, Ms. Anderson accented positive aspects of the students' writing. As she reflected on an evaluation of another beginning of the year assignment, Ms. Anderson explained in an interview her criteria for ascertaining student success, that is, demonstrated skills of sentence construction and penmanship, accomplishment of the purpose of the writing, and manifested positive attitude or interest in the written product.

> In thinking back over last week's assignments Ms. Anderson said she was very happy with the This Is My Life booklets. The students did "a good job." Ms. Anderson wrote her evaluation on a separate sheet of paper and clipped it in their book. She said something positive for all of them. She looked for complete sentences, good penmanship and to see if they did the assignment right--that is, did they get the purpose right? Students were very enthusiastic about the books and spent a lot of time looking at each others. (Interview, 9/25/79)

Later in the school year, in another interview, Ms. Anderson reflected upon or evaluated students' progress in view of their previous writing experiences, and according to the amount and the quality of their writing.

> I asked Ms. Anderson what she thought of the story writing in general. How did they compare with students other years? Had the writing changed much during the three months we've been in school? M. responded by saying that she was pleased with the writing. The stories were a good length and M. saw improvement in the depth of writing. When the students first came to the middle school they seemed to have had little experience in writing. The amount of writing experience varies a lot depending on what school the children go to and, more importantly, what teacher they have had. Some students can write good paragraphs and write detailed description. Others don't know how at all. One teacher, M. said, explained that she didn't know how to teach writing so she didn't. (Interview, 11/29/79)

See Appendix E for writing samples with teacher comments.

(6) Sharing aspects of the teacher's role with students. Other facets, in addition to the control of pacing, and the interpretation of written directions, that Ms. Anderson shared with her students, included activities of modeling, and her engagement in the process of editing, revising and evaluating themes, of others as well as their own. For instance, Ms. Anderson described in an interview how she involved students in modeling a procedure for note selection as a way of assisting their peers to prepare a speech:

> To help the students get started on their notes, Ms. Anderson asked a few students, during class, to tell the other students what topic they had chosen. Then she asked the class what they might like to know about that particular topic. She had five or six students do this. Then, as students wrote notes for the speech, they could ask themselves what someone would or might like to know about their topic. . . . Ms. Anderson has the student give one speech every nine weeks (a marking period). (Interview, 10/16/79)

Ms. Anderson expected students to work with her to assess and build their own skills. As a part of this effort she frequently had them revise and edit rough drafts of paragraphs or themes in class. During a skills lesson on common nouns, for example, Ms. Anderson stimulated questioning the ways students could improve their own writings by looking at a model paragraph. Field notes report this process.

> Ms. Anderson explains that there is an lot of difference between proofreading and revision; sneakers and sandals give a more definite word picture than shoes. . . . Ms. Anderson calls upon Jean to read. She reads a paragraph that has many more highly descriptive words than the previous one read. Ms. Anderson asks students which of the two paragraphs on page 231 is better. She explains how students need to change their rough drafts in the manner of making changes as was done in writing the second paragraph. Ms. Anderson asks Tara to read and compare the different paragraphs sentence by sentence. . . Ms. Anderson asks students to question her about ways they can make their rough drafts of themes better, not just to ask if what they have written is good. (Field notes, 11/13/79:3-4)

In an interview she explained that she intended to continue sharing her role of editing and assessing needs for revisions:

> Ms. Anderson does not want them to simply give her the paper to proofread for them, but for students to become more aware of what

> improvements could be made. As Ms. Anderson works with students she hopes to teach them skills in a more natural way--as the problems come up. (Interview, 12/4/79)

She also initiated a discussion with students about how she would provide opportunities for them to critique and revise their own drafts. Ms. Anderson wrote in her journal:

> Discussed with the students the possibility/desirability of having a regular period set aside each week especially for the purpose of working on rough drafts/revisions. . . It is my goal that all the students will become aware of ways in which to improve their original writing. (Journal, 11/29/79)

Ms. Anderson thus did not surrender her attributed or assumed role responsibilities but gradually attempted to negotiate and share role responsibilities with her students.

The teacher's role, then, included the sequential building of common individualized writing assignments based on ongoing assessments of skill needs, the provision of models and individual assistance to guide writing processes, the evaluation of written products, and the sharing of different aspects of her role with students.

The following paragraphs elaborate upon the teacher's conception of the students' role in the writing process. (The third section of this chapter further details roles students actually took as the teacher negotiated the writing curriculum with them.)

Student's Role in the Writing Process

From Ms. Anderson's perspective, the students' role was that they expend their best efforts in each of their frequent writing opportunities. Students often engaged in writing by composing and revising a theme nearly every week of the school year, by participating in many shorter term writing activities such as the Diary Page and quarterly Book Summaries, and by longer term writings such as an Original Magazine, and a research project, A City of the World (see Figure 2

for listing of these and other writing activities). She selected such writing activities in view of her perception of the students' role. She stated her expectation of their role in her journal at the beginning of the school year.

> I usually tell the students that their responsibility is to always do their best--and that as they practice writing often they will grow in writing and it will become easier for them. (Journal, 9/6/79)

Ms. Anderson challenged students in a variety of ways, as they engaged in these activities, to do their best. For example, she encouraged one student to experiment with writing and to verify information by means of a library visit before writing the final draft of a Book Summary. Field notes describe her suggestions to the student.

> Ms. Anderson suggests to a student who is having difficulty with spelling a word that she write it first on scrap paper. . . In addition, because the title of the book the student is trying to spell is unfamiliar to Ms. Anderson, she suggests that the student go to the library to search for the information she needs. (Field notes, 9/11/79:4-6)

She not only expressed her own expectation about student efforts to do their best, but also invited students to evaluate their own efforts also. For instance, she asked students to reexamine Book Summary cards they had written, and pocket cards they had decorated and tacked to a bulletin board display. Field notes document her directives.

> Ms. Anderson: "I will repeat for those who listen, but not for those who don't." . . . "Go back and look at yours (pocket and card on bulletin board) between now and Friday. . . . Leave it if you're pleased with it. Some people put forth a lot of effort and some didn't." Ms. Anderson suggests that if students are not satisfied with what they did, they can do the assignment over before Friday when she will collect and look at them. She explains that everyone is to do a book report every nine weeks. . . . You must have read one new book by November 1. (Field notes, 9/12/79:12)

Ms. Anderson encouraged students' best efforts not only in her perceived role of providing success experiences through activities such as her ongoing assessment of students' skill needs and encouragement of student self-assessment, and by providing individualized skill building materials, sequential

lessons, and techniques for modeling as earlier described, but in other ways as well. For example, she aimed to motivate students by providing multiple opportunities for sharing in the writing process and communicating the written product to various audiences. She explained her perspective in a journal entry:

> I believe that students take their writing more seriously when they are going to share it in some way with their peers than when they write just for teacher evaluation. (Journal, 9/26/79)

The following activities exemplify other student opportunities for sharing. Note that student roles of collaborating in the writing process and of sharing the written product are linked to Ms. Anderson's use of students models previously described. Student roles and teacher roles are interactive, have implications for each other. For example, students learned from undertaking roles commonly attributed to the teacher; the teacher learned from undertaking roles commonly attributed to students.

(1) Reading Life Booklets completed by their peers. In their first longer assignment students found pictures that illustrated events in their lives and dreams for their futures. They glued pictures on paper, wrote captions for the pictures and compiled these as pages of a booklet (similar to models Ms. Anderson had shown them) that they displayed on a classroom table for others to read (Journal, 9/23/79). Field note excerpts describe student as well as teacher interest in the booklets.

> Ms. Anderson asks students about their life booklets; encourages those who haven't handed them in to do so, and to share by placing them on the front table after she corrects them. She says that Mr. Hathaway, I and some other students would be interested in seeing them. (Field notes, 9/25/79:1)

Students chose to read written products of other students when they had a work-study option.

> Ms. Anderson: "You have ten minutes to work on somethings". . . 1:05 p.m. Several students read Life Booklets. (Field notes, 9/25/79:1)

Students' completed Life Booklets on display, in turn serving as models, stimulated students who had not yet done so to complete their own booklets.

> Ms. Anderson also mentions that the day after she collected the life Booklets, no more booklets were turned in. Then the next day when students displayed them at the front table and students began to look at them, those who had not turned in booklets began to finish theirs. One student made two booklets. (Field notes, 9/25/79:2)

(2) Oral sharing of individual themes about "Something Old". Ms. Anderson announced to students two days in advance that they would have an opportunity to share themes they had written about something belonging to the family that was at least as old as as they were (Journal, 10/1/79). But she did not offer detailed direction about how to prepare for their oral presentation of Something Old except that they might bring the "something old" as a visual aid. Field notes describe the plan she shared with students.

> Ms. Anderson explains that students will have one large classroom meeting this week on Wednesday, that they would divide into small groups and share their stories or themes if possible. They would have about 10 minutes to share. . . (Field notes, 10/8/79:1)

A student did not appear ready to meet her expectation, so Ms. Anderson instructed all students about what she wanted to hear from them. She pointed out the need for students to select and prepare what they would share. Field notes also describe what happened at the time of theme sharing. Excerpts follow.

> Ms. Anderson tells students that they will tell about something old. She rearranges chairs, and asks students to sit in a large circle. Ms. Anderson asks if any students brought something old. . . . Erin has a German coin that he received from a friend: "I don't know what to say about it." He tells students that it is a 1952 coin worth 50 cents with a picture of Adolph Hitler on the back. Ms. Anderson tells students that it is important to prepare what is to be shared. . . . Ms. Anderson tells students to take turns talking about something old, tell why the item is important to them, and where it came from. Ms. Anderson: "Who'd like to start? Melissa talks about her Indianhead pennies (1864-1909) which she is afraid to lose, and so did not bring them. . . (Field notes, 10/10/79:6)

(3) Sharing of ideas and collaboration in small groups to write a persuasive letter. In the process of writing letters, students investigated, discussed, and wrote about advantages and disadvantages of introducing their own culture's values to people of another culture, (i.e., Tasaday Letters). Field note excerpts indicate plans for and activities of sharing in small groups.

> Ms. Anderson asks students why people might visit the Tasaday . . . . Linda suggests that they might bring in clothing, show them how to make their own clothes. Ms. Anderson suggests that this might be called the Human Comforts Commission. She asks for students' ideas about the advantages and disadvantages of doing this. She writes their ideas on the overhead projector. . . . She also writes on the overhead projector, a form as a model for the letter students will write. . . . She suggests that students take turns being recorders at each stage of their project (i.e., writing advantages and disadvantages, writing rough draft of letter, writing final draft). Students gather into their assigned groups. . . . Carol asks member of her group: "Why are we doing this? . . . Group discusses possible advantages and disadvantages of a group coming in to assist the Tasaday. . . . Karen: "Come on, guys, think of some things." Paula and then Karen write on the advantages-disadvantages sheet. (Field notes, 12/7/79:6-7)

(4) Sharing of the processes and products of writing in a simulation game, Right Is Write. In Right Is Write students interacted in different roles--as writers, agents, editors and publishers. Writers wrote stories with the help of agents. Editors and publishers read and critiqued final drafts of stories. Excerpts from videotape commentary document Ms. Anderson's interpretation of these student roles.

> Ms. Anderson: "After a writer has had a card and written a story as you usually would. . .then the writer shares that with their agent. All during the time you're writing, agents are supposed to be helping the writers. For instance,. . . if you want an idea, say, if you don't know how to end it." (Videotape commentary, 5/2/80, 5: 340-350)

> Ms. Anderson suggests that because it is the responsibility of editors and publishers to read every paper, they should begin to look over writers' shoulders as they write so that it won't be completely new later on. (Videotape commentary, 5/6/80:1:450-460)

Ms. Anderson also believed that students become more enthusiastic--more highly motivated--if the teacher is enthusiastic, and if students take active roles

in different processes of writing, e.g., search Reader's Guide for magazine articles in a variety of interest areas as means to gain skill in gathering information for their research paper, A City of the World. She explained these perspectives in an interview and a journal entry, for example:

> Ms. Anderson said if assignments are new for her, she believes that she is more enthusiastic. Students sense that the teacher believes it is a good idea and pick up some of the excitement. (Interview, 3/27/80)

> Wednesday's lesson on using the Reader's Guide went very well. I'm so aware that many (not all!) students function better and seem to learn much more in an activity-oriented lesson that I often feel frustrated when I can't seem to find ways to present material in that fashion more often. (Journal, 2/1/80)

So, to motivate students to perform their role -- to do their best, Ms. Anderson suggested the following elements: teacher enthusiasm, active student involvement in different aspects of the writing process, and student sharing of the written product with an audience of peers.

Summary of Teacher's Selection of Writing Curriculum Goals and Processes

In sum, Ms. Anderson's goal was that each student experience success in the process and products of their writing, particularly as they gained confidence in the area of skills development, in editing and revising of topical writing projects, and in interdisciplinary or social-studies writing activities. She believed that attention to the processes as well as the products of writing was important because procedures of editing and revising, for example, helped students to clarify their thoughts and feelings, helped students to "think." Her role for facilitating processes of learning to write included the following: sequencing activities, providing models of both writing processes and writing products, assisting students individually, making available a variety of material resources, and sharing aspects of her role, (for example, by offering opportunities for students to sequence and pace their own activities, by modeling processes of generating ideas, by providing models of finished products, and by

making suggestions for revising and editing other students' themes). Ms. Anderson believed that the students' role was to expend their best efforts, and, that to promote this expenditure of effort, teachers must be enthusiastic about writing activities, encourage collaboration in the writing process, and provide opportunities to share written products.

Second Section: Accomplishing Curricular Goals

Ms. Anderson worked within constraints to build complexity--for example, by introducing to students an increasing number of skills both within and across a proliferation of writing activities. This complexity included involvement of students in (A) shorter lessons that helped students develop "skills" required to complete (B) longer projects or "topics" activities that included revising as well as drafting of rough copy. Students, using writing as as tool or instrument, applied their writing skills to achieve (C) "strictly social studies" objectives (see Figure 2 for listing of writing activities in categories A, B and C). During the school year Ms. Anderson identified these three categories for writing events and sorted writing events accordingly. (Interview, 2/13/80) (The fourth section of this chapter treats yet another category of writings that Ms. Anderson identified, "fillers," a means that she used to cope with constraints of an inflexible schedule. "Fillers" are short writing activities that Ms. Anderson used to close unexpected time gaps.)

This second section describes key writing activities, or events, that the teacher categorized, and locates them in one of four-school determined "marking periods" of the year (Student Handbook, p. 19). A chart (see Figure 2) identifies key writing events according to the marking period in which they happened, as well as according to the way Ms. Anderson categorized them. For example, Ms. Anderson classified the Book Summary activity in the first marking period as "skills" lessons; Something Old, in the first marking period, and Me: Now and

Then, in the third marking period as "topics" (projects that students developed through processes of editing and revising); and the Tasaday Letters in the second marking period as "social studies" (an interdisciplinary writing activity).

The four marking periods, as listed in the student handbook, also demarcated the boundaries of writing projects, or units, that Ms. Anderson enacted. In an interview, for example, Ms. Anderson stated that she worked to achieve congruity between planned activities and the mandated marking periods of the year.

> Ms. Anderson reported that she tried to have units end just before a marking period so she can put statements down for the unit. She also makes sure she teaches and evaluates stated objectives so parents won't complain. (Interview, 1/9/80)

Rather than report to parents at the natural culmination of writing projects, Ms. Anderson felt compelled to abbreviate her curricular plans for writing to fit within predetermined divisions of time for reporting student progress. (The fourth section of this chapter treats of this and other time constraints, and how Ms. Anderson dealt with these constraints.)

This section identifies common threads of skills development emphases in writing events upon which Ms. Anderson built complexity that transcends both categories and marking periods (see Figure 2). For example, Ms. Anderson early emphasized sentence composition and spelling in shorter, "skills" category activities in the first marking period such as Sentence Writing; and in "topics" category activities, such as Diary Page; and in a longer "topics" project, This Is My Life booklet also in the first marking period. She next challenged students to move from sentence composition to paragraph composition--introduced them to the longer and more complex projects of the first marking period. Such projects included Following Direction, a "skills" category activity in which Ms. Anderson explained mechanics of a paragraph format and involved students in processes of drafting, editing and revising; and Something Old, a "topics" category activity in

which she stimulated students' interest in selecting valued family objects about which they would write themes. And in the second marking period Ms. Anderson built upon students' sentence and paragraph composition experiences of the first marking period by introducing specialized sentence and paragraph "skills" of Writing Conversation. She next instructed students to incorporate their skills in writing a theme and a conversation in story compositions for their Original Magazines.

Ms. Anderson thus built complexity into her curricular plans in view of student needs and the interests that she stimulated. She assessed student abilities and interests on bases of both observations of students in the processes of writing and evaluations of their written products. Founded on the results of such assessments she introduced writing activities developmentally, with an increasing complexity or degree of difficulty.

A description of key writing activities and some ways in which they are interrelated follows for each of the four marking periods of the school year (see also Figure 2).

First Marking Period

First marking period writing events (see Figure 2) included, in developmental sequence, an activity focused on spelling and the general appearance of written products (Book Summary), four activities centered upon sentence writing skills (Sentence Writing exercise, Diary Page, My Life Booklet, and Graph Questions), two on paragraph writing, editing, and revising of drafts--(Following Directions, and theme on Something Old), and one on outlining for a speech (Notes for Speech).

These writing events, which Ms. Anderson initiated in accord with her own values and views of student needs, transcended the goal of simply meeting district and school requirements. From her perspective, student needs,

especially student needs for experiencing success, were paramount. As she devised ways to meet student needs for success experiences she became an independent curriculum maker. The following paragraphs indicate the developmental complexity, and commonalities, or linkages of the writing activities she developed with students.

After what Ms. Anderson considered a lengthy and tedious task, and for some students, a difficult one--at the beginning of the school year, she administered a required spelling pretest--she resolved to introduce them to several shorter and more enjoyable activities in which they would feel successful. In this regard she wrote in her journal,

> After watching some of the students experience difficulty in writing words that should have meaning for them, also noting the difficulty many had in taking a test of 240 basic spelling words, I decided I'd better start with something that wouldn't overpower the slower students. . . . I want to start with several short lessons or activities where everyone can feel successful. (Journal, 9/7/79)

Already on the first full day of school Ms. Anderson's values and perceptions of student needs came to the fore. For example, she perceived the students' need for non-tedious and less difficult activities in contrast to the long and difficult spelling pretest they had just experienced, and planned shorter writing activities in which students could foresee and realize the accomplishment of assignments she proposed. These initial shorter activities included individual writings of a Book Summary, Diary Page, and skill exercises in Sentence Writing. A description of each of these activities follows.

Ms. Anderson introduced the Book Summary activity in two separate lessons. The first lesson she hinted at immediately after the spelling pretest. She asked students to "prepare a written list of three books read last year that you liked" (Field notes, 9/7/79:14). Early the following week, and after an introduction to books and their location in the school library, Ms. Anderson embarked upon an introduction to book reporting. She offered an account of her

introduction to reporting on a book, also of the purpose of the activity in her journal.

> I asked the students to write (or print) the list of titles on a 3x5 card and insert it in a library card pocket which they had decorated--these they posted in a bulletin board display. . .This first card they have done should begin to give me some idea of a student's handwriting skills, spelling, neatness, and willingness to put some effort into an assignment. Because of the brevity of the assignment, the last point is perhaps most important to me as it gives me an idea of attitudes toward assignments. I can see already that some kids need the "I expect you to do your Best" pep talk!! (Journal, 9/11/79)

As part of this Book Summary lesson Ms. Anderson foreshadowed later assignments that involved skills of outlining (see Figure 2, bottom of page, for key to these assignments) by suggesting that students who could do so categorize and sub-categorize books they had read. She thereby challenged students, who were presently able to do more than the minimum she required of all, to categorize books as fiction, or non-fiction, them to sub-categorize books under fiction, for example, as science fiction, fantasy or adventure, and to subcategorize books under non-fiction, for example, as biography, sports, history and poetry (Field notes, 9/11/79:4).

One week later, in a follow-up lesson, Ms. Anderson used Book Summary reports to teach students also how to write "meaningful sentences" as well as how to write concisely. In her journal she wrote:

> Yesterday I spent considerable time explaining how book reports will be done this year. . .A 3x5 card is to be filled out for each book and placed in the student's individual book pocket on the bulletin board (the students earlier decorated the pockets and they also put names on them). Each card should contain the following information--title, author, copyright, category, and synopsis. One objective is to get students to condense the information they want to share into two-to-three meaningful sentences. (Journal, 9/18/79)

Again Ms. Anderson prefigured the process of editing and revising original drafts of themes as in later assignments (see Figure 2, key to skills emphases) by explaining to students how and why she wrote a first, and then a final draft of her synopsis. Field notes describe this prefiguring:

> Ms. Anderson explains her synopsis of the book report, "what the book is about". . ."Here's a synopsis of a book that I've read." . . .(She explains that students' synopses should be about three sentences in length). "I wrote it first on another piece of paper" (she asks students why she does this). Student explains that she gets mixed up when she writes. Ms. Anderson: "I have trouble condensing what I have to say." (Field notes, 9/17/79:5)

In another short writing activity, a Diary Page, Ms. Anderson asked students to write about their feelings during the first four days of school. Field note excerpts and a teacher journal entry describe the event.

> Ms. Anderson: "Think over these last four days. What are some feelings you've had in the four days of school?" Students suggest words. Ms. Anderson writes them on the overhead projector: tired, bored, sick, small, lost, rotten, content, happy, lost, glad, mad, scared, nervous, frustrated, mixed up, out of place, full of energy.
>
> Ms. Anderson: "Some of you are letting everybody else do your thinking."
>
> Students: "Forgetful". . ."not nervous". . .
>
> Ms. Anderson: "I want everyone in here to think, really hard now, to think of three words that describe how you felt that aren't up there."
>
> Student: "Mine are all up there."
>
> Ms. Anderson: "Think of three more. . . .
>
> Students: "Confused, terrorized, lazy, groovy, droopy, hot, excited . . ." (Ms. Anderson continues to write words on the overhead)
>
> Ms. Anderson: "I'm running out of room."
>
> Students: "Interested, important, weird, . . ."
>
> Ms. Anderson: "Okay, we're through. I think that's enough to get started. . . I want you to keep a diary. Write down your impressions of Harbin School, your feelings, . . .your impressions of Harbin School, not just in one place. . . . How did you feel in the cafeteria? . . . " (she announces to students that they will hand paper in tomorrow). . . . the less you do in school the more homework you have. . . . Who already has a first sentence?"
>
> Student: "The first day of school I felt. . ."
>
> (Ms. Anderson offers additional examples of possible first sentences. She explains that the assignment is to have at least one column of the paper she has given them pretty well filled out)

> Student: "How do you spell 'explaining'?" (Ms. Anderson spells the word.) (Field notes, 9/12/79:1-2)

Note that Ms. Anderson introduced brainstorming to stimulate students' participation and interest, and focused on sentence composition and spelling.

In a journal entry Ms. Anderson summarized procedures she followed to introduce the Diary Page assignment.

> I asked students what kind of "feelings" they had experienced since school began--and as they brainstormed, I wrote the words on the overhead. Each class came up with about 25 words (i.e., excited, nervous, anxious, happy). Then each student was given a ditto sheet that resembled a page from a diary and I asked them to write how they felt about these first days at Harbin. . . .(Journal, 9/13/79)

As she examined completed assignments, Ms. Anderson observed that many students used "sentence fragments" and concluded that they needed to learn the skills of writing complete sentences (Interview, 9/17/79). For example, one student wrote only the following on his Diary Page:

> Sike
>
> Scared
>
> Lose
>
> (Others, however, wrote much more. See Appendix F.)

In a third short writing activity, Ms. Anderson concentrated on teaching students in a skills lesson in Sentence Writing to recognize two- and three word sentences, then to expand them by use of descriptive words. She described the lesson in her journal:

> On Monday afternoon we discussed the question "What is a sentence?" and students came up with two- and three- word sentences. Each class was given a two word sentence. . .with instructions for homework--to add detail to the base sentence in at least three new sentences. . . . On the same paper they were also asked to write their spelling words in complete sentences. . . .(Journal, 9/18/79)

In the process of rewriting and expanding sentences, students again foreshadowed (as in the Book Summary lesson)--and practiced in microcosm--

what they later would do in the processes of drafting and revising themes. Field notes explain this foreshadowing activity.

> Ms. Anderson: "All a sentence has to do is convey a complete thought. . . . Can you write a two word sentence that will make sense all alone?. . . . Give me an example. . ." (Ms. Anderson writes on the overhead projector: "Jack ran" . . . She asks students to write a two word sentence on scrap paper. . . . She assigns as homework for that night that students write on scrap paper, to share in class, not turn in, that students write: "Jack ran", then rewrite it three times, each time making it more interesting, e.g., "Jack ran a mile.") (Field notes, 9/17/79:5-6)

In addition to linking or developing a Sentence Writing lesson on the bases of Diary Page results, i.e., challenging students to make meaning by moving from sentence fragment writing to whole sentence writing, Ms. Anderson also built a second Sentence Writing skills lesson on bases of Spelling Program lists. She challenged students to make meaning from lists of spelling words by incorporating them in original sentences (Field notes, 9/18/19:4).

In their first longer writing project, a This Is My Life booklet, Ms. Anderson also attended to student needs--both academic and emotional--that spelling pretests and other pretests revealed, and lack of skills that student performance in earlier short writing activities uncovered (e.g., Book Summary, Diary Page). Note that Ms. Anderson did not ignore results of school imposed testing, e.g., a spelling test, but took them into account in her own plans. See also fourth section of this chapter for elaboration of ways the school imposed spelling program influenced Ms. Anderson's curricular plans. She explained her purposes for the This Is My Life booklets in a journal entry:

> I chose to have the students make "This Is My Life" booklets because I think it will not threaten the students who are low in spelling and writing skills and it will be a meaningful activity for those with more ability. Also, the students usually have fun making them and after all the testing and listening to me they've had to put up with, I decided they needed a break! (Journal, 9/18/79)

Field notes describe directives she gave for the activity. An excerpt follows.

> Ms. Anderson passes out magazines, specifies that the assignment must be neat, well organized, and written in complete sentences that make sense. She asks students to look in the magazines for pictures that show something about their lives. (Field notes, 9/14/79:8)

Students wrote caption sentences for magazine illustrations they arranged chronologically to represent past, present, and anticipated future happenings in their lives and in the lives of their families. In a journal entry Ms. Anderson summarized how students proceeded toward completion of their booklets.

> This activity involves each student finding pictures that represent events in his or her life--and possibly his or her dreams for the future. The students glue the pictures on paper and write captions (I stressed using complete sentences again--actually that is the "why" for yesterday's homework assignment, skills assignment, p. 12) for them--then they enclose the pages in a construction paper cover. (Journal, 9/18/79)

The This Is My Life activity, i.e., the ordering of life events, as well as the Book Summary activity, i.e., categorizing the books read, foreshadowed ordering and classifying information by means of formal outlines that students would develop at greater length in later projects, for example, My Age and A City of the World. See also Figure 2, examples of common skills emphases key.

> Ms. Anderson explains that she requires a research theme at the semester, that students have already been preparing for this by doing their life booklets. (Field Notes, 9/26/79:8)

Having provided students with many opportunities to improve their sentence writing--e.g., Book Summary, Diary Page, This Is My Life booklets, Sentence Writing skills exercises--Ms. Anderson next showed them how to relate sentence development to paragraph or theme assignments. She explained how she initiated this activity in an interview.

> Students will write a rough draft, then revise it. It is due Thursday. When explaining the assignment Ms. Anderson will remind them to write in complete sentences, to think about what they could use as a title, and to remember to use margins and put their name in the proper place. (Interview, 9/25/79)

Field note excerpts reiterate her emphases on the processes of editing and revising rough drafts as well as on the mechanics of theme writing format.

> Ms. Anderson: "This week, this is our topic." (She writes on overhead projector)
> DIRECTIONS:
> Think about the topic.
> Narrow down.
> Write a rough draft.
> (Ms. Anderson: "What do you do with a rough draft?"--four or five students answer quickly--no hands raised. Ms. Anderson again writes . . .)
> Revise and correct rough draft.
> Write final copy.
> (Ms. Anderson asks students about the next step. Several students raise their hands. . . .)
> Proofread.
> Staple final draft to rough draft.
> Turn in to basket.
> (. . .Artie ask Ms. Anderson if he has to rewrite his first draft. Ms. Anderson explains that Steinbeck, a famous author, rewrote his first draft at least three times, and said to Artie that it was most likely he would need to rewrite his at least once) (Field notes, 9/24/79:4-5)

> Ms. Anderson: "Put your books aside. . . . I told you I would do the assignment." (She shows title on screen above the overhead projector: WATCH YOUR STEP). . . She tells students they are to center their title; also its a good idea to double space on their first drafts. . . . She explains that she needs an introductory sentence; that students may consider that they are writing directions for a stranger. Students raise hands to offer corrections . . . . Joan suggests that the title be underlined. . . . (Field notes, 9/25/79:2)

In a journal entry Ms. Anderson expressed satisfaction that students had actually revised their first drafts.

> I read over the directions papers that the students wrote last week . . .I was pleased to note that most students seem to be using their rough draft to make revisions and not just corrections. (Journal, 10/1/79)

The week following her introduction of the Writing Directions activity Ms. Anderson proceeded to introduce a new theme topic. She explained in an interview how she modified her original idea for the topic to suit student experiences of their home environments and in view of home resources limitations. So, for this first of weekly "creative" theme writings, Ms. Anderson asked students to write about Something Old, that is, select and trace the history of an object--something as old as they are or older than they, chosen from their

homes. One student, for example wrote about an Indianhead penny. In fieldnotes we read:

> Don B. comments with delight about Ms. Anderson's comment on his story of the Indianhead penny. Ms. Anderson says on his paper, which Don B. reads aloud: "I could almost see the penny!" (Field notes, 10/8/79)

She commented, however, in both interview and journal entry, that the greatest weakness in student themes was lack of detail:

> One student . . . handed one in today about a crib, but Ms. Anderson handed it back to her as it did not have enough detail. . . . She asks students: "Who was the original owner? Have you always had it? . . . "(Interview, 10/3/79)

> The themes I read this week were quite nicely done. I shall ask some students (volunteers) to read theirs orally to the rest of the class next week. The greatest weakness seems to be a lack of detail in many papers. (Journal, 10/7/79)

Remaining weekly assignments during the first marking period included themes on any topic of students' choosing, and additional descriptive themes focused, in turn, upon descriptions of person, places, and events. Ms. Anderson intended that the descriptive theme writing prepare students for descriptive story-writing, a required part of their larger project of the second marking period, an Original Magazine. Ms. Anderson outlined her plans for descriptive theme writing in an interview.

> For future writing assignments Ms. Anderson is going to eventually have the students write a short story that will be several pages long. First, she will give them a series of writing tasks that will give them skill in the areas needed for the longer writing. They will start writing descriptions: first, of a place; second, of a person; and third, of an event. The story will not actually be based on these descriptions, but they will use the techniques they have learned in each of the lessons. (Interview, 10/16/79)

In place of one weekly theme assignment, Ms. Anderson introduced students to speechmaking -- writing Notes for Speeches. She showed them how to order notes as an informal outline and how to write initial and concluding

sentences as supports for their speeches. Excerpts from field notes describe ways Ms. Anderson acquainted students with these procedures.

> Ms. Anderson tells students not to memorize or read their speeches . . . . She tells students that when she makes a speech, she writes down her first sentence and her last sentence. . . . Ms. Anderson tells students that on their cards they should write their first and last sentences. She begins her speech. . . . After the conclusion of her speech she shows students the 3x5 cards she used, and shows her first and last sentences on a transparency on the overhead projector. . . . She shows students her outline on the overhead projector, tells students that their audience won't know if they missed something because they won't see the outline. (Field notes, 10/10/79:4)

> Ms. Anderson tells Dan that he may want to condense after he tells her that he already has five or more (index) cards. Ms. Anderson walks to her desk, pulls out a transparency from a folder that she used last week for her speech, shows it on the overhead projector and tells students it is not a formal outline. . .(Field notes, 10/15/79:5)

In process of developing informal outlines for speeches, students again foreshadowed formal or more developed outlines they would write in future writing assignments, such as outlines for theme, My Age and research project theme, A City of the World (See Figure 2, Marking Period III). Also, in process of condensing their outlines/notes, and writing summary sentences, as they did for their Book Summaries students became acquainted with procedures for writing synopses that they would continue to use in future writings, e.g., Graph Questions, Synopsis of a Myth (See Figure 2, Marking Periods I and IV).

In a Graph Question activity Ms. Anderson extended writing beyond the field of communication arts to the field of social studies. For example, she taught the skills of writing questions and emphasized writing for conciseness. Students then wrote original questions about graphs drawn from information on surveys they had undertaken, (and later from readings in their social studies textbooks). (Journal, 10/3/79 and 10/31/79) Interview notes describe Ms. Anderson's perspective on the activity.

> Today Ms. Anderson and Mr. Hathaway are following through with the question-writing they wanted to teach the students. We talked of the correlation between English and Social Studies writing--the question

> writing is a good example. Question-writing would not be considered the weekly (theme) writing, but writing the students would do beyond that. In evaluating the ability of students to write questions, Ms. Anderson looks for concise, precise information. The question must contain enough elements to make it obvious to the reader what exactly is being asked. (Interview, 10/30/79)

Hence, in writing social-studies Graph Questions, students not only developed skills of sentence writing emphasized in earlier short writing lessons, and skills of writing concisely as also described in Notes for Speech paragraphs above, but also had an opportunity to experience that such writing skills have applications that transcend boundaries of formal communication arts, or writing classes.

Second Marking Period

Key writing events in the second marking period (see also Figure 2) included the following: Original Magazines, booklets for which students wrote a table of contents, a story, a feature article and an interview; Writing Conversation, skills lessons determined by anticipated and actual student performance in the Original Magazine project; Tasaday Letters, letters composed by small groups of students who, in a simulation activity, acted as commissions to determine and write about ways people of one culture should interact with people of another culture; and, Me: Now and Then, an activity in which students followed an outline for writing themes to compare aspects of their present and anticipated future lives.

Again, as in the first marking period activities, Ms. Anderson aimed to sequence second marking period writing activities so that students would experience success. For example, Ms. Anderson introduced skill activities in Writing Conversation with students so that they could feel confident in writing stories for their Original Magazines. Ms. Anderson explained her aim, that

students experience success, and the process of introducing writing conversation to them in a journal entry.

> We talked about elements I wanted them to incorporate into their stories--describe a place, describe the characters, and have the characters involved in conversation. To prepare for the latter element we did some skill work on writing conversation correctly. Since I have found it helpful to students--because many can begin to experience success as the lesson develops--I had written a number of direct quotes, minus the punctuation, on a transparency sheet. After they copied the quotes on their own papers, (adding the necessary punctuation, of course), various students went to the overhead--added the correct markings. . . . Following the marking of each sentence, we discussed what had been done. (Journal, 11/7/79)

She also encouraged students to do their part, to do their best. She expressed this emphasis in her journal as she described the Original Magazine project, for example.

> Today was the last time a period will be offered in class for kids to work on the magazine project. I've been stressing that they are now past one third of the year and that their work should be representative of their BEST efforts at this time. I am very pleased with the way most of them have approached the task. (Journal, 12/21/79)

The following paragraphs briefly describe key writing events of the second marking period and the way Ms. Anderson sequenced and developed skills that linked different writing events across both marking periods and categories (see also Figure 2 for the way Ms. Anderson categorized events of the second marking period and for the key to common skills emphases that link different writing events). Again, she based her selection of writing events on students' skill performance, interest, and abilities through processes of ongoing assessment.

For example, Ms. Anderson described how students would write Original Magazines according to their abilities and interests. In an interview she explained her plan.

> The writing assignment that Ms. Anderson will have the students working on next is one she hasn't used for a couple of years. Students will create their own magazines which will include a story, an interview, table of contents and a cover. Other writing and fillers are optional. In the past, students have really enjoyed making the

> magazines; it has been "kind of fun" for them. Ms. Anderson especially likes it because it is good for all abilities and everyone produces one they are pleased with. First, students will look at different kinds of magazines to see the variety of formats and subjects. Students must do their own, but it is okay if they choose to do the same type of magazine. (Interview, 10/30/79)

Ms. Anderson and her students together constructed an outline of required and optional magazine entries, a table of contents. She noted this process in her journal.

> Again, Thursday p.m. was used as a time for students to work on compiling their magazines. I also distributed copies of the outline that I had originally written on the overhead as they generated ideas. Items which were required for the project were starred. (Journal, 12/14/79)

The group generated outline for the Original Magazines followed prefigured teacher-modeled outlines for the Book Summary, namely, listing of fiction and non-fiction categories, and their respective sub-categories; and informal outlines of Notes for Speech, namely, outlines characterized by a beginning sentence, some rough outline notes and an ending sentence format. The Original Magazines outlines, or tables of contents, in turn, foreshadowed more formal, or detailed outlines students later used, or developed, for Me, Now and Then, and My Age themes, and A City of the World research project (see also Figure 2, bottom, examples of common emphases).

The Original Magazines also followed the booklet format of the This Is My Life project, but the Original Magazines were longer and more detailed in structure. Students completed the This Is My Life booklets in about one week; they organized suggested entries for their booklets loosely, in an implicitly suggested chronological order according to the teacher's written models. Students completed the Original Magazines in about seven weeks; and they organized entries for their magazines in an explicitly prescribed order.

One required entry for Original Magazines, short stories, evolved from previously written descriptive themes. An interview report and field notes explain this evolvement.

> Ms. Anderson is going to eventually have the students write a short story, which will be several pages long. First she will give them a series of writing tasks that will give them skill in the areas needed for the longer writing. They will start writing descriptions, first; of a place, second; a person, and third; an event. The story will not actually be based on these descriptions, but they will use the techniques they have learned in each of the lessons. (Interview, 10/16/79)

> Ms. Anderson explains the assignment. She expects them to have a first draft for her by Thursday, final draft one week from Thursday -- a story incorporating what students have learned about writing about places, person, and conversations. (Field notes, 11/5/79:3)

Later, in the fourth marking period, students easily entered into short story requirements for a simulation game, Right Is Write on bases of skills developed for Original Magazine story entries (see also Figure 2, common skills emphases).

For example, to prepare for the Original Magazines story requirement that students include dialogue, Ms. Anderson introduced skills or techniques of Writing Conversation (again, see Figure 2, common skills emphases). Journal and field notes describe how she introduced these skills:

> Yesterday afternoon I talked with the classes about the magazines I was going to ask them to "publish". This week's writing assignment is to begin the rough draft of a story that they will eventually incorporate into their individual magazines. For this reason, they had to decide what types of magazines they wanted to make. . .We talked about the elements I wanted them to incorporate into their stories-- describe a place, describe the characters, and have the characters involved in conversation. To prepare for the latter element we did some skill work on writing conversation correctly. (Journal, 11/7/79)

> 12:57 Ms. Anderson writes on the overhead projector:
> Describe a place.
> Describe a person.
> Characters-Speak "Conversation."
> Again, on overhead projector (for students to punctuate):
> Jane said will you help me
> Not now said Ann
> (Students make corrections at the overhead projector. . . .) (Field notes, 11/6/79:1)

In a follow up of Writing Conversation skills she developed for Original Magazine story writing, Ms. Anderson devised and administered a pretest in order to help her more accurately match skills exercises with individual student needs. She noted the pretest activity and plans for applying results of the pretest in a journal entry.

> On Monday I gave the students a pretest on punctuating conversation correctly. I shall use the results as a basis for forming working groups after the holidays. (Journal, 12/12/79)

Next, Ms. Anderson individualized skills lessons--she provided materials that enabled students to work independently and at different rates. As students gained competence in Writing Conversation skills she guided them into other areas in which they lacked writing skills. Ms. Anderson described these curricular activities in a subsequent journal entry.

> On Tuesday and Wednesday the kids started working on skills that the pretest over quotation marks indicated a need for them to work on--which means that students have been assigned lessons based on their needs. Some are working on basic punctuation of conversation, others on paragraphing, and some on other uses of quotation marks. We spent two class periods on these assignments and they went very well. The texts that I use for this activity have very good examples and clear directions so the students can work quite independently. There will be one or two such periods each week for the next several weeks. As some students master the uses of quotation marks, I will move them into other areas, re--underlining, using possessives, and identifying topic sentences. (Journal, 1/9/80)

So, as in the first marking period, second marking period writing activities evolved one from another--Ms. Anderson built skills of writing stories for Original Magazines from Writing Conversation skills activities. Student skill performance in writing stories in turn became the basis for pretesting and subsequent individualized skills activities.

After completing the longer writing project, i.e., Original Magazines, Ms. Anderson continued to introduce students to weekly theme topics, for example, Me: Now and Then, in which students would write about their present lives, then

describes what they imagined their lives would be like ten years later. In an interview she described how she decided upon the topic.

> The assignment, Me: Now and Then, is a new one for Ms. Anderson that she hasn't used before. She got the idea when she was watching television while on Christmas vacation. There were many programs discussing the new decade and Ms. Anderson got to thinking about how old her students would be the next decade, 1990. Would things be very different for them? What would the world be like then? She decided to use the questions for the students in this assignment. What are things like for me now? and what will they be like ten years from now? (Interview, 1/23/80)

In preparation for Me: Now and Then, Ms. Anderson introduced students to a formal outline. She recorded this outline in her journal.

> When the assignment was given we discussed what types of information they might include. I had made an outline of how I would approach the topic and I shared this with them via the overhead. My outline was very simple--ex:
>
> I. Where I live
> A. City, State
> B. Address
> II. Whom I live with
> A. Parent(s)
> B. Brothers/Sisters
> C. Others
> III. How I make money
> A. Jobs
> B. Investments
>
> etc. (Journal, 1/12/80)

Again, see Figure 2 for other examples of writing activities that emphasize outlining (and notetaking). See also the text of this chapter for descriptions of these writing activities in the different marking periods of the school year.

In the social studies simulation, Tasaday Letters, small groups of students collaborated as commissions to write letters of acceptance or rejection in response to offers of help to the Tasaday people. Ms. Anderson explained that the Tasaday are "a primitive tribe found in 1971 living in the rain forest of the Phillipines" (Journal, 12/7/79). (Before beginning the simulation she had shown students two twenty-five minute filmstrip/tape presentations describing the recent discovery of the Tasady tribe in the Phillipines.) Field note excerpts

indicate procedures Ms. Anderson followed to introduce the Tasaday Letters activity and how she assigned tasks for the commissions to complete.

> Ms. Anderson asks students why people might visit the Tasaday. . . .Lisa suggests that they might bring in clothing, show them how to make their own clothes. Ms. Anderson suggest that this might be called the Human Comforts Commission. Ms. Anderson asks for students' ideas about the advantages and disadvantages of doing this. She writes their ideas on the overhead projector. . .
>
> | Disadvantages | Advantages |
> |---|---|
> | -change their lifestyle | -keep them warmer |
> | -they'd lose their culture | -give protection |
> | -might be uncomfortable | |
>
> Ms. Anderson writes on the overhead projector a form for the letters students will write--She tells them that they are to write a rough draft, then rewrite it. She assigns each group to a different committee. . .She asks groups of students to staple together the following: 1) Slip of paper listing name of committee, 2) their list of advantages and disadvantages, 3) rough draft of letter, 4) final copy of letter. Ms. Anderson suggests that students take turns being recorders at each stage of their project (i.e., writing advantages and disadvantages, rough draft, and final draft). She dismisses groups to library and hallway to work (Field notes, 12/7/79:5-6).

Ms. Anderson also explained the different responsibilities of the Tasaday Letters project commissions in her journal.

> I assigned groups of students to commissions (i.e., religious commission, education commission, media commission, etc.), which were responsible for insuring that the Tasaday's lives were not interfered with unnecessarily--or unfairly. Outside groups or individuals made requests of the commissions (I had these typed on paper) and the commissions had to decide whether or not to grant the requests.
>
> The procedure I had the students use was 1) List advantages and disadvantages to the Tasaday if the request should be granted. 2) Based on the advantages/disadvantages decide whether or not to grant the request. 3) Draft a letter informing the group or individual what decision was reached. If the decision is 'no', explain why; if the decision is 'yes', list restrictions if there are any. 4) Write a final draft of the letter (I also gave a brief explanation of how to set up a business letter and asked the students to use this form.) (Journal, 12/7/79)

In the Tasaday Letters project, as in theme writing, Ms. Anderson expected students to submit both rough and final drafts of their compositions. In theme writing, however, students developed topics individually, whereas for the letter writing activity collaborated in small groups and divided up their tasks.

Third Marking Period

The third marking period encompassed four key writing activities: a theme, My Age: a social-studies project, Guess Who's Coming to Dinner?: skills activities, Library Research: and, a research project and speech, A City of the World (see Figure 2). The following paragraphs describe these writing occasions, and in particular, instances of linkages, or ways, that one activity devolved from another.

In preparation for student writing of the theme, My Age, Ms. Anderson read to them a story, "Thirteen", in which a boy described the advantages and disadvantages of being his chronological age. She read "Thirteen" as an "idea starter" for personal narrative themes that students would write about the advantages and disadvantages of their own ages (Journal, 1/19/80). She recounted how she introduced the assignment in her journal.

> I read the story "Thirteen" aloud to my class and they found it fun to hear--many chuckles as I read. After I told them that their next theme topic would be to write about advantages/disadvantages of being their own ages, I showed them how an outline might help them get ready to make a rough draft. They are to turn in their outlines along with the rough/final drafts on Jan. 31. The base outline was like this:
>
> My Age
>
> I. Advantages
> A. (Staying up later) Possible
> B. (Go to town w/friends) sub-topics
> C.
> II. Disadvantages
> A. (Can't drive yet) Possible
> B. (Can't see R movies) sub-topics
> C.
>
> (Journal, 1/19/80)

For the earlier theme assignment, Me: Now and Then, students followed an outline that Ms. Anderson developed; whereas for the My Age theme, students followed outlines for which Ms. Anderson developed a "base outline", and students devised "sub-topics", or sub-categories.

Students enacted a social-studies simulation, Guess Who's Coming to Dinner? in a series of five weekly classroom meetings. Ms. Anderson commented on her purposes for the Guess Who's Coming to Dinner? project in her journal.

> The written part of this activity will not be evaluated as most of it will never go beyond the rough draft stage. I consider this primarily a social-studies activity. My primary interests are in observing the interactions of students and helping those who have difficulty functioning in a group activity. (Journal, 1/18/80)

The simulation was a "team activity," which means that all sixty students and both teachers were involved in the simulation at the same time. The folding doors that divided the two rooms were opened and the teachers circulated through the enlarged rooms.

Students, in small groups, took notes and prepared visual materials for oral presentations to other students on plans for a special dinner. They decided on a guest list, seating arrangements, menu, and entertainment. They also prepared an explanation for their choices. Several field note excerpts describe how Ms. Anderson, and her teaching partner, Mr. Hathaway, jointly oversaw these activities. They alternately gave directions. Excerpts from field notes follow.

> Mr. Hathaway tells students that they must put their seating charts on the overhead projector acetate. . . . Their next step is to draw up a menu to suit a once in a lifetime opportunity. . . . Next week the teachers will ask the students to explain what they do at the dinner party, and to explain also the people chosen, seating chart, menus, and the whys of their choices. (Field notes, 1/30/80:7)

Whereas students individually prepared Notes for Speeches (first marking period) and made oral presentations from them, students in small groups as well as individually prepared notes for their Guess Who's Coming to Dinner? presentations, as well as shared responsibility for making oral presentations. Excerpts from field notes describe both collaborative plans and joint presentations.

> Collaborative student planning (notetaking)--
> 2:39 Ms. Anderson reappears. Karen runs from Mr. Hathaway's room, again announces to girls at the overhead projector: "We hafta plan a

> menu." The group moves to a table (NE corner of room).
> 2:40 Ms. Anderson joins the group (Martha, Marie, and Marna), tells them that now it is time to move to another step, transfer their sketch (diagram of seating arrangement) to a piece of acetate. (Field notes, 1/23/80:5)
> Joint student presentations--
> Mr. Hathaway tells students that they should divide up the responsibilities of the group, that everyone should explain something. Mr. Hathaway and Ms. Anderson tell students that there should be some reasoning for the decisions. Mr. Hathaway: "Any questions? " He tells students that by 2:15 they should be ready to present to the larger group, explains that a couple of groups have already told him that they are ready, that they can be first, get charts, etc. ready for presentation. (Field notes, 2/6/80:3)
>
> 2:28 Mr. Hathaway and Ms. Anderson call for attention of boys. Four girls begin their report (take turns presenting), show a diagram on the overhead projector. . .Students clap at end of the presentation (Field notes, 2/6/80:3).

Student notetaking in the Guess Who's Coming to Dinner? simulation thus facilitated small group interactions, as well as oral communication with a larger group of students. See again Figure 2 for other key writing activities that emphasized skills of notetaking.

Ms. Anderson provided opportunities for students to acquire needed Library Research Skills just previous to her introduction of the research project, A City of the World. Ms. Anderson outlined her plans to provide opportunities for students and acquire research skills in a journal entry.

> This week I have been getting materials together so they can start on their research papers soon. I plan to start with some orientations to the library, especially the card catalogue and the Reader's Guide -- and the writing of a bibliography. (Journal, 1/15/80)

She did not assume that just because she and the librarian had introduced students to library resources at the beginning of the school year that they had acquired the necessary research skills. Field notes reveal her perception of student needs for additional skills.

> Ms. Anderson tells me after class that students, she realized, know something about the card catalogue and use of the library, but that some students are missing skills very likely, thus this lesson, so that she wouldn't have to be answering many questions tomorrow when

> students use the library for the task she would give them. (Field notes, 1/22/80:1)

She provided opportunities for students to acquire additional Library Research Skills for two and one-half weeks. Students learned to locate and record information from different types of library resources. The teacher, librarian, and guide sheets helped students to use the card catalogue to locate and record information about books, filmstrips, vertical file materials, and audiotapes (Field notes, 1/23/80:1-2); to use the Reader's Guide to locate and record information needed for retrieval of appropriate periodicals and articles relevant to a topic under investigation (Field notes, 1/30/80:1-2); and to make bibliographic entries for books, magazines and other types of resources (Field notes, 2/5/80:1-3)

After students completed the Library Research Skills activities, they researched, wrote about, and shared reports on A City of the World. They used organizing skills and procedures they had practiced in earlier writing projects, such as This Is My Life booklets, and Original Magazines (see also Figure 2, common skills emphases), as well as skills in locating and recording information from library resources gained from the more recently experienced Library Research Skills activities.

Students developed booklets on their chosen cities as Ms. Anderson guided them for three and one-half weeks through successive stages of brainstorming for topics, generating an outline, exploring library resources and gathering notes, writing rough and final drafts, listing bibliographies, and completing maps and tables of contents.

She referred, for example, in three different journal entries, to her procedures for guiding students through detailed processes of outlining and notetaking. In the first entry she explained how she and the students developed an outline.

> . . .In the afternoon the kids generated an outline with me at the overhead--of major points which could/should be covered in a research paper on a city. I plan to have the results put on a ditto so all can have a copy. (Journal, 2/8/80)

Ms. Anderson introduced the outline that a first group of students had begun to a second group of students. Major topics included history, religion, government and sociology. Students in the second group continued to develop the outline by making suggestions for subtopics under a sociology heading. Ms. Anderson listed them on the overhead projector.

In her follow up of this lesson she considered some modifications in her planning, that is, ways to facilitate notetaking. In subsequent journal entries she explained these modifications.

> Over the weekend, as I thought about putting the students' outline on a ditto, I had another idea that might make that outline more meaningful for them. I will have the secretary triple space the outline and then students can use that paper for the recording of their notes. Perhaps this will also cut down on the copying of sentences word for word and encourage "notes". Another plus might be that it could help student organize their own papers into paragraphs or sections. I've never provided such a structured guide before so it will be interesting to see what happens. (Journal 2/11/80)

> On the way to school this a.m. I was rethinking about the outline the secretary was going to type when it hit me that an extra sheet stapled on with the label "Bibliography Information" might help the kids remember to jot down that information as they finished using each source. In other years a common problem has been that kids would lose - or never write down in the first place - information on the sources they used. And, so often, they couldn't relocate the materials to get the information. I also have decided to have them turn in their outlines - or at least present them in class - several times during the course of the projects so I can keep tabs on their note taking. (Journal, 2/12/80)

Excerpts from field notes also show that students used their outlines as they located information in a variety of resource materials, and that Ms. Anderson continued to assist student to improve their notetaking skills.

> 1:30 (Library) Students are located mostly in the central section of the library. They have outline copies with them and are using atlases, encyclopedias, the card catalog, geography books about one country. . .

> 1:55 (Classroom). . . Ms. Anderson tells students that now that she has observed them working, she has suggestions that would be helpful. She tells them not to go to an article with a closed mind, that is, with the sole aim of finding the population first. She explains that they may not find the population for two weeks . . .not ever. Ms. Anderson suggests that students read a couple of paragraphs, then make notes about what they find. . .(Field notes, 2/12/80:1)

In her journal Ms. Anderson noted that although use of outlines hindered some students in their search for information, overall, they were helpful, and stimulated student to locate independently a variety of library materials. On a Tuesday, Ms. Anderson expressed her perceptions of both the usefulness and the dysfunctions of outlines.

> The outlines seemed to be a big help to many kids, but a hindrance to others. For instance, since "Population" was I.A. (first subtopic in outline), some thought they had to find that information before they could find out about housing, (VI.B), government (III) or any other thing. Then there were those who'd get confused because they'd look under "France" to find information on "Paris" and write down the population of the country rather than the city. I am really disappointed we couldn't have had the two longer time periods to get things off to a smoother start today. (Journal, 2/12/80)

But by the following Friday she expressed general satisfaction with the students' use of outlines.

> I did manage on Wednesday, and Friday to squeeze in some time in the library to work on the research projects. Most of the students are finding a nice variety of materials with a minimal amount of assistance from myself and/or the librarian. It appears that the outline has been helpful and is eliminating some of the copying I've seen other years. (Journal, 2/15/80)

Before students began to draft their research reports, namely, for A City of the World booklets, Ms. Anderson distributed a guidesheet entitled "Writing a Good Report," and explained the sections describing requirements for their booklets. Field notes document Ms. Anderson's explanation of requirements for the booklet.

> 9:26 Ms. Anderson tells students she will review what is on the sheet, and explains how she will evaluate the booklets. Ms. Anderson shows on the overhead projector: I. COVER -- TITLE. She tells students they can have a design on their covers, and asks them: "Does the title have to be the name of the city?" Ms. Anderson gives examples

> of descriptions that might fit a city and asks the students if these would be acceptable. . .Ms Anderson illustrates on the overhead projector: scribbles 'Berlin' inside a rectangle (representing a book cover). She tells students they can go to the library and ask for stencils-- 'at least it shows more effort,' or they can cut out letters from magazines. She suggests that they think about designing the cover, and maybe draw a map. . .
>
> 9:30 On the overhead projector Ms. Anderson writes: II. Title page. She asks students what information the title page has to have on it. Three different student respond with 'title', 'author', and 'date', respectively. On the overhead projector next to Title page, Ms. Anderson writes: title, author, and date. She tells students that they can write on the papers she gave them. She shows students the cover and title page of a library book, and illustrates on the overhead projector ways of drawing their covers and title pages.
>
> 9:34 Ms. Anderson: "Take out your outline, the one you've been taking notes on in the library." Noise level rises as students take out their outlines.
> 9:35 On the overhead projector Ms. Anderson draws table of contents page. She then explains what she has written. She uses a social-studies book to illustrate the captions and sections of the table.
>
> 9:40 Ms. Anderson writes on the overhead projector: III. Table of Contents--sections, page no., bibliography page. Ms. Anderson asks students to look at the very last page of their outlines. She cautions them that they won't be able to fill out some of the outline sections.
>
> 9:44 Ms. Anderson tells students that the body of the report will be like the themes they have written and writes on the overhead projector: IV. Body of Report.
>
> 9:45 Ms. Anderson then adds more to the outline: V. Bibliography She turns off the overhead projector. (Field notes, 2/19/80:1-2)

In addition to their written reports, students also prepared visual materials, for example, maps, to help them present their findings orally. After one week of preparing visual materials and practicing for their presentations, students made formal speeches to their classmates and teacher about their findings. The following field note excerpt, for instance, illustrates procedures teacher and students used to facilitate sharing of reports about chosen cities, both orally and visually.

> 10:24 Ms. Anderson "Today is speech day!. . ." She explains and demonstrates to students how they can use the overhead projector, e.g., locate and operate the switch for the light and fan. . . . She demonstrates how students are to stand next to the overhead

> projector, and how they can focus it and adjust it to the desired height. . . and use the pen as a pointer. Janie locates Monaco on the wall map and on a transparency. She also shows her audience the flag of Monaco on a transparency as she reads her report. . . . Randy starts his speech. He shows a transparency map of three Canadian provinces on the overhead projector. He points out Montreal. . . . The students clap. (Field notes, 3/7/80:2,3)

Fourth Marking Period

The fourth marking period encompassed the following key writing activities (see also Figure 2): Writing a Synopsis, an activity in which students each wrote summaries, or abridgments, of four myths they had read; Right Is Write, a simulation game during which students, enacting roles of writers, agents, editors and publishers, wrote, edited, and selected stories for publication; Debate Notes, an activity in which students prepared notes for debating the pros and cons of an issue, for example, whether or not they should have a student representative on the Board of Education; and an Archaeological Dig, a simulation activity in which students created, coded, and decoded messages about a culture different from their own.

As in writing events that occurred in the first three marking periods of the school year, writing events of the fourth marking period continue to indicate how Ms. Anderson developed writing skills and activities, one devolving from another, in view of ongoing assessments of students' needs and abilities, and of their interests.

In the first, second, and third marking periods, Ms. Anderson introduced opportunities for students to practice writing skills separately -- previous to incorporating them in more complex writing tasks and activities. For example, in the first marking period, practice in simply Writing Sentences preceded the more complex activity of writing sentences in a topical context of paragraph writing, for example, Writing Directions themes; in the second marking period, practice in Writing Conversation preceded its incorporation in story writing for

Original Magazines; in the third marking period, introduction and practice in various Library Research Skills preceded their application in extensive research theme activities to complete A City of the World reports. Contrastively, in the fourth marking period, key incidents were relatively discrete and culminatory. Preparatory skills and topics activities took place, however, in earlier marking periods as illustrated in following paragraphs.

In an end-of-year activity, Writing a Synopsis, students followed procedures similar but more extensive than those followed for writing Book Summaries completed as a beginning-of-year activity in the first marking period. For Book Summaries, students each wrote one summary report on a 3x5 card for any category of book of their choosing; but for Writing a Synopsis, students expanded their summaries as they wrote four summary reports on 5x8 cards for a special category of book, namely, myths.

Ms. Anderson described the Writing a Synopsis activity in a journal entry. She explained her perception that students needed additional opportunities to improve their abilities to summarize, detailed the myth synopsis assignment, described resources she had made available for the activity, and explained the myth synopsis assignment in relation to the Book Summary activity.

> This week I had the librarian pull all our mythology books (as well as borrow some at lower reading levels from the elementary schools). She put those on a cart which I have placed in my room--and I have added about 40 trade books (reading texts from the communication arts storeroom) which contain myths. During the next week, each student is to read at least four myths and--on a 5x8 card--write the title, list the major characters, and write a synopsis. Writing a synopsis is a skill which is difficult for many children so I like to give them occasional exercises which help develop this skill. (This is also the purpose of the "card" book reports which they have done each marking period.) (Journal, 4/18/80).

In another journal entry, Ms. Anderson noted the improvement she had observed in students' abilities to condense what they had read, and described a follow-

through activity in which she would ask students to write original myths as contributions to a literary magazine they would develop as a group.

> Yesterday was the deadline for students to submit their four synopses of the myths they had read. A few still tried to retell the whole story--but the 5x8 cards helped to curtail that. Most are able to condense main ideas much better now. . .Next week each student will be asked to write an original myth--and we'll have those all typed up into a class "literary magazine" so each student can have a copy. (Journal, 4/25/80)

Hence, the Book Summary activity prepared students for the activity of Writing Synopses. Interests generated by students' reading of classic type myths and by writing synopses of these myths led to Ms. Anderson's idea that she would ask students to write original myths. Her ideas that students also contribute their original myths to a group-produced literary magazine is remindful of an earlier (second marking period) format development, that students write stories for their Original Magazines.

In a simulation game, Right Is Write, which also required story writing, students enacted roles of writers, agents, editors and publishers. Writers drafted and redrafted short stories using ideas and vocabulary words listed on "story starter" cards. Agents assisted writers with processes of editing and revising, evaluated writers' stories and sold them to editors. Editors read and evaluated stories and sold them to publishers. A Board of Editors later reevaluated stories that publishers had read and purchased, and selected outstanding stories for publication.

In her journal, Ms. Anderson explained the purpose of the story writing, that is, to produce a written resource that younger students could use to improve their reading skills.

> The objective for the game was to write one or more selections which might be used in fourth-or fifth-grade for the purpose of teaching reading. Writers were given "story starter" ideas and suggested vocabulary words to use in their selections. (Journal, 5/2/80)

Excerpts from a videotaped commentary captures Ms. Anderson's explanation of purpose to her students.

> Ms. Anderson: The objective is to write something that a publisher will buy for a specific audience. The audience. . .does anyone remember?. . . something that would be appropriate to use in a fourth-or fifth-grade classroom--for what purpose? . . .for reading . . .writing for kids who are fourth or fifth graders. But at the same time you have to sorta think, well, a teacher would use this. And it's going to be a short description that a teacher could use to develop vocabulary. And you've all done so many exercises like that I don't think you'll have any trouble with it. (Videotape commentary, 5/2/80:1:385)

She suggested different formats that writers could use, and described how they could best use the story starters:

> Ms. Anderson: If the story starters are returned after use, writers can pick out a second one. They can be non-fiction, an article, a make-believe story, an explanation, et cetera. . .Writers don't have to stick to all the suggested ideas of the story starters. . .about one page in length. . .You can make up your own title. . .Use as many vocabulary words as you can. (Videotape commentary, 5/2/80:1-620)

In stories students wrote earlier for Original Magazines, Ms. Anderson expected them to individually draft, edit, revise, evaluate and publish their stories with little help from peers; in stories written for Right Is Write, she expected students to give and accept help, and to negotiate with peers during the writing process. Students as a group enacted writing processes to complete stories for Right Is Write. They organized divisions of labor, and collaborated and competed to produce group selected story publications. In Right Is Write Ms. Anderson expected students to practice "people" skills, or oral communication skills, as well as written communication skills. She expressed this expectation, for example, in an interview and a journal entry.

> Ms. Anderson is going to assign tasks because she believes it will work much better if she does. The agent is the key person and has to know punctuation, etc, very well and be an excellent writer. Editors evaluate the writing so they have to be reasonably competent in catching mistakes in others' writing, even if they don't write very well themselves. . .Publishers need to be students whom others trust

> and get along well with. Good leadership quality is important, Ms. Anderson said. They have to be able to refuse work tactfully and not make people mad. (Interview, 4/28/80)
>
> I preassigned roles for the students to play because some of the roles demand students with special skills (writing skills as well as "people" skills). Each game requires 2 publishers, 4 editors, 1 banker (teacher aide) and agents with 3-4 writers in their "care". (I ended up with 5 agents - or 5 "writing groups"). (Journal, 5/2/80)

Videotape commentary excerpts offer examples of how students both collaborated and competed as they enacted role assignments.

An instance of collaboration, or peer assistance--

> Writer: It doesn't have to be neat because this is just a rough draft. Kieran (Agent) reads writer's paper aloud then says: Cross out 'kind', put a period here and capitalize this. It makes a shorter sentence. (Videotape commentary, 5/2/80:5:900)

An indicator of competition--

> Kieran tells Garvin that he was offered $100 for Garvin's story but is not going to sell it because he may be offered more somewhere else. (Videotape commentary, 5/2/80, 6:602)

Hence, students moved from having written self-revised and self-edited stories, which were self-selected for publication in their self-published Original Magazines for self-choosen audiences, to processes of involving others in their writing productions. Students proceeded to incorporate editing and revising suggestions from peer critics for stories that were selected by a group of peers, for a peer-teacher Right Is Write publication, for a teacher-chosen audience.

In another key writing activity, Debate Notes, students wrote about ideas they would use to argue sides of school related issues, for example, lengthening of the school day, and changes in the intramural program. Ms. Anderson described in journal entries procedures students followed for debates of two school related issues.

For debate activities related to the issue of lengthening the school day, Ms. Anderson wrote the following account.

> Another activity this week involved writing for only a few students--those students who volunteered to be part of a panel/debate. However, it turned out to be such a successful activity that we are going to continue doing it each week--and, as a result, it will ultimately involve more. It all started when, during a discussion of democracy in ancient Greece and Rome, one students asked why--since they are citizens--students aren't allowed to vote on issues which involve them. (The issue of immediate concern was the lengthening of the middle school day by 40 minutes--to be effective next fall.) Every student appeared to have an opinion on the subject (and many points were well taken) so I asked if they'd like to have a panel/debate session in two days--naturally, they all did. I chose four students--two to present ideas for and two to present against--and told them to talk with their parents and others to get ideas before they wrote down three-four ideas for their 'side'. I gave each one a sheet of paper for notetaking with a typed heading:
>
> > Middle school representation on the Board of Education: Should students have a voice in those decisions which affect them and their school day or should they not have a voice?
>
> On Thursday the panelists sat at a table in the front of the room. I established guidelines--the panel members would each present a statement on the question without audience interruption. When they finished, the audience would be allowed to direct questions to panel members. Finally, everyone would vote secretly on the issue. The whole thing went so well (vote was 46-4 that students have a voice on the board) and the kids were really excited about it. One girl suggested that we do it every week since we are no longer having Tic Tac Toe (a current events game we played weekly with the other two sixth grades). The class liked the ideas so they generated a list of possible topics--presidential elections and candidates, hostage situation, energy, inflation, Olympic boycott, etc. On Monday I will appoint a new panel to prepare for a panel/debate on Friday. Once again a "spur of the moment" idea has worked out and I believe that the reason such ideas often work is because the teacher and the students get the ideas and plans going simultaneously. It's a new idea to everyone and the excitement of planning is contagious. (Journal, 4/18/80)

Ms. Anderson also wrote an account of debate activities about the issue of changing the intramural program. She noted in accounts of this debate issue as well as for the earlier one, how she and her students decided on follow up activities.

> This week the students had another panel/debate session. . . The topic of this week's discussion was our intramural program--whether it is better to continue it as is or if changes should be made. One class voted 24-5 for the suggested changes; the other class voted 25-0

> for the changes. I suggested that the panelists take their suggestions for change to the Physical Education department for their consideration. (Journal, 4/25/80)

Earlier practice in skills of identifying and categorizing reasons for deciding for or against a particular action, as in the Tasaday Letters activity, prepared students for Debate Note writing. As preparatory steps for writing the Tasaday Letters, a group of students, as members of a Human Comforts Commission, for example, listed advantages and disadvantages of assisting the Tasaday people, and prepared reasons to persuade a group of people of their own culture of the value of providing for what they perceived as basic human needs for the Tasaday. (Field notes, 12/7/79:5-6).

Similar to proceedings for the Tasaday Letters activity, for the Debate Notes activity students also listed advantages and disadvantages of taking action based on their conviction or opinion about a given issue. For Debate Notes, however, students used notes as immediate bases for oral arguments directed at an immediate, or live audience, rather than, as in the Tasaday Letter project, use notes as bases for formal written statements directed to a remote or imagined audience.

An end of year social studies activity that involved writing was an Archaeological Dig in which, as Ms. Anderson explained in an interview, students used their writing skills to create futuristic laws, or codes, for people of an imagined culture.

> Ms. Anderson talked about the project "Dig", which is a social studies unit that they will do in May . . . she remembered that students have to write a description of the law or code of the future. She said they would have "put their writing to use." (Interview, 4/6/80)

One week in advance of the activity, in videotaped commentary, Ms. Anderson offered an overview of how she anticipated that students would enact the "Dig".

> Ms. Anderson: "Oh, I love simulation games, but they're so hard to find, good ones. . .We're going to do a simulation archaeological game starting next Friday that will run the rest of the year where they

> develop their own culture, then they make artifacts to represent that culture, then they bury them and the other class has to dig them up and put them back together again and tell them what their value system was. That's a fun. . .(Videotape commentary, 5/2/80, 6:845)

Field notes document Archaeological Dig activity--tell how groups of students encoded in writing artifacts of their imagined culture for another group of students to discover and interpret.

> Students were engaged in an archaeological "dig". . . Each group had a section of park where they hid items of another culture which they had created, e.g., "Rosetta stone" made from clay; messages on "papyrus" that had to be pieced together and deciphered with help from the rosetta stone. . . Ms. Anderson announced to students that they would share their artifacts. Students were to tell about the artifact they acquired from the other class and tell other students in their own class what the artifact tells about the culture from which it originated. Ms. Anderson asks for volunteers. . . Donald shows what he calls a tombstone, says that this particular culture believes in life after death. Jeannette suggest that the culture buries its people. Darrell suggests that they believe in reincarnation. Ms. Anderson asks students if they know what incarnation means. Darrell explains. Ms. Anderson suggests that Donald add new information to his sheet for sharing with the other class. (Field notes, 5/29/80:1-2)

Ms. Anderson also wrote an account of the "Dig" in her journal. She described how the project fit within other activities of the curriculum--the "Dig" as a culminating activity of social studies--, and how she terminated weekly theme writing so that students would have sufficient time to complete the "Dig" project, not only to create a culture different from their own, but also to develop a language and artifacts for that culture.

> We started our final social studies unit--DIG--in mid-May and at that point the weekly themes also ceased. DIG is a simulation game--dealing with archaeology. For the past 5-6 years I've used this as a culmination activity to our year-long study of various cultures. Mr. Hathaway and I divide our students into two groups (or teams) and each team then "creates a culture"--past, present, or future but within the earth and/or its atmosphere. Each team decides how their people lived--housing, education, religion, economics, art, language, number systems, recreation--etc.--and then they make "artifacts" which such a culture would probably leave. Each culture develops its own coded language--and a "rosetta stone" to help the other team break the code. All writings must be done in the code. (Journal, 5/30/80).

Further, Ms. Anderson explained how she adapted plans of the original Archaeological Dig game to suit abilities of her students and how she assisted students by offering them suggestions for making and encoding different kinds of artifacts. She also noted that the process of decoding the written messages of other students brought them to a deeper realization of the meaningfulness of sentence composition and mechanics of writing, both of which received special emphasis in first marking period activities.

> DIG is a great hands-on activity that keeps most kids involved and interested during these last hot days of school! I found the game in a catalog out of California--actually it is just an explanatory manual. It was designed for a high school/college class in archaeology and is much more complex than the version I have developed to use with sixth-graders.
>
> I spent quite a bit of space detailing this game because it has a lot of writing involved in it. The hardest thing for the kids is to make an artifact (with or without writing) which represents something from the culture. For instance, a student may write his/her idea for the culture--i.e., "there, people have six wives and each wife lives on a different floor of a six story house" -- but have difficulty making something to represent the idea. For such ideas as this I might suggest several types of artifacts, i.e., an announcement on the society page written in the style of today's social news; an advertisement in the real estate section of a paper for housing, possibly with a picture; a drawing of a wedding--with five other wives present; a diary page, etc.
>
> Students become very indignant when their found artifacts have incorrectly spelled words or carelessly made code symbols because it makes translation so much more difficult. (Journal, 5/30/80).

Summary of Teacher's Means of Accomplishing Curricular Goals

Toward the goal that each student experience success, Ms. Anderson introduced simpler skill activities, then built from them more complex writing activities, in view of students' abilities, needs and interests. For example, in her first short assignment, a Book Summary, she instructed students to write lists of books read during the summer, and to categorize and sub-categorize them by use of simple phrases or words. In a subsequent short assignment, a Diary Page, Ms. Anderson directed students to write more than phrases. She asked them to write sentences about feelings recently experienced at school. Although she

commended all students for their efforts in this assignment, she discovered that one or more students wrote only phrases, so, in a third assignment, a Sentence Writing exercise, Ms. Anderson explained and elicited examples of two-word sentences, the expansion of these sentences by the use of descriptive words, and then challenged each student to write three original descriptive sentences. In another assignment, a follow-up of the Book Summary lesson, she asked students to also write a book report in three summary sentences.

Concurrent with these shorter writing activities, in a longer assignment, a This Is My Life booklet, Ms. Anderson expected students to compose and to order caption sentences, not only about current experiences, as in the Diary Page assignment, but also about past, and possible future, experiences as well. In yet another sentence writing assignment, Graph Questions, students wrote a specific type of sentence, namely, questions, as part of a social-studies activity; Ms. Anderson asked students to challenge reader comprehension of their graphs by writing concise questions about them.

As the school year progressed, Ms. Anderson introduced students to more complex writing activities. She focused on skills of paragraph writing, outlining, notetaking, and writing conversation, for example, as students continued to practice and improve their sentence writing skills. Near the end of the school year, however, in the Archaeological Dig simulation, students refocused on basic sentence writing skills in a new way. As they became frustrated in the process of decoding messages from people of an imagined culture (which other students had written) they reached a heightened awareness of the need for accuracy in mechanics of spelling and letter formation.

Writing activities that focused on common writing skills, for example, sentence writing, (see Figure 2a) transcended the school imposed marking periods, as well as the teacher's categories, or purposes for writing.

Students progressed from expressing their thoughts in phrases and sentences, to expanding their thoughts by means of paragraph writing. Ms. Anderson introduced, and particularly emphasized paragraph writing in theme assignments, such as Following Directions, Something Old, and Me: Now and Then; and in a letter writing assignment namely, the Tasaday Letters. For these activities students wrote several interrelated sentences focused on conveying meaning, e.g., descriptions and perspectives, to both real and imagined audiences. (see also Figure 2b)

Writing activities became even more complex as students gradually began to develop organizing, notetaking, and outlining skills. They began with simple categorizing and sub-categorizing, (Book Summary); listing of ideas (Notes for Speech), and a loose chronology of events (Diary Page), and progressed to the organizing of magazine entries according to a table of contents (Original Magazines). Ms. Anderson then led students to develop themes from a formal outline she had devised (Me: Now and Then), to a development of their own outlines for a theme they would write (My Age), to extensive and orderly note taking (Library Research Skills), and to generation of an outline and note gathering under outline headings in preparation for writing a research report (A City of the World). Students also applied their classifying and notetaking skills to social-studies projects (Tasaday Letters, Guess Who's Coming to Dinner? and Debate Notes). (See also Figure 2c, which illustrates again how emphasis on outlining and notetaking skills transcends both categories and marking periods.)

So, although writing activities can be neatly categorized according to the teacher's expressed purposes (i.e., "skills", "topics" and "social studies"), and according to predetermined time spans, other factors within the social context of the classroom, such as the development of skills and writing activities according to student needs, abilities, and interests, are more intricately

Fioure 2a. Key Writing Events that the Teacher Developed and Categorized During the Year.

THE FOUR MARKING PERIODS OF THE SCHOOL YEAR

	I (9/6-11/9)	II (11/12-1/5)	III (1/28-4/3)	IV (4/7-6/13)
A "SKILLS"	a. Book Summary b. Sentence Writing			
B "TOPICS"	e. Diary Page f. My Life Booklet			
C "SOCIAL STUDIES"	h. Graph Questions			t. Archaeological Dig (Simulation)

Examples of skills emphases, common threads, that transcend categories and marking periods:
Table 2a: Sentence composition, spelling: a,b,e,f,h,t

Figure 2b. Key Writing Events that the Teacher Developed and Categorized During the Year.

THE FOUR MARKING PERIODS OF THE SCHOOL YEAR

	I (9/6-11/9)	II (11/12-1/5)	III (1/28-4/3)	IV (4/7-6/13)
A "SKILLS"	c. Following Directions			
B "TOPICS"	g. Themes, e.g., Something Old	k. Theme, My: Now and Then		
C "SOCIAL STUDIES"		l. Tasaday Letters (Simulation)		

Examples of skills emphases, common threads, that transcend categories & marking periods.
Table 2b: Paragraph composition, e.g., themes, letters: c,g,k,l

Figure 2c. Key Writing Events that the Teacher Developed and Categorized During the Year.

THE FOUR MARKING PERIODS OF THE SCHOOL YEAR

	I (9/6-11/9)	I (11/12-1/5)	III (1/28-4/3)	IV (4/7-6/13)
A "SKILLS"	a. Book Summary d. Notes for Speech		m. My Age (theme outline) n. Library Research (Skills, e.g., Bibliography)	
B "TOPICS"	f. My Life Booklet	j. Original Magazine Entries (e.g., short story, interview, table of content) k. Theme: My: Now & Then	o. A City of the World (Research Project & Speech)	
C "SOCIAL STUDIES"		l. Tasaday Letters (Simulation)	p. Class Meetings: Guess Who's Coming to Dinner? (Simulation)	s. Debate Notes

Examples of skills emphases, common threads, that transcend categories & marking periods.
Table 2c. Outlining, notetaking: a,d,f,j,k,l,m,n,o,p,s

intertwined and less easily identified and charted. Such tracings of writing activities are valuable, however, because they indicate how a teacher can and does create a writing curriculum attuned to individual student needs--how the teacher responds to student behavior. The next section focuses upon the student role in creating the writing curriculum--how the student responds to teacher behavior in curriculum making.

Third Section: Student Role in Enactment of the Curriculum

Students gradually became more involved in different aspects of curriculum enactment. This involvement followed from Ms. Anderson's beliefs that her role as teacher was to facilitate student experiences of success and that, reciprocally, the role of students was to "do their best." (See also Chapter III, Section I, for the teacher's perception of the student role.) Ms. Anderson believed that students learned more insofar as they were actively involved in writing activities. Her introduction of an exploratory activity that involved students in using the Reader's Guide (in preparation for A City of the World research project) is an example that supports this belief. In her journal she wrote:

> Wednesday's lesson on using the Reader's Guide went very well. I'm so aware that many (not all!) students function better and seem to learn much more in an activity-oriented lesson that I often feel frustrated when I can't seem to find ways to present material in that fashion more often. (Journal, 2/1/80)

Ms. Anderson found many ways to actively involve students in writing processes. In the following ways, for example, Ms. Anderson fostered student's involvement in several key writing incidents during the school year: listening to the teacher's explanations and directives and asking clarifying questions; generating ideas for writing, especially through brainstorming; sharing in decision making processes; suggesting ways to improve writing activities;

evaluating written products; and sharing information, or guiding others to new means of learning.

Listening and Responding

As she administered the beginning of year spelling pretest, Ms. Anderson expected students to listen carefully, remember, and write with correct spellings the words she dictated. She repeated each word three times, and would not make exception to this pattern. One student, for example, challenged this test taking rule but Ms. Anderson affirmed it. In field notes we read:

> After Ms. Anderson had dictated a group of words, Andrew asked her to repeat a word. Ms. Anderson: "I thought we weren't going to play that game?" (Field notes, 9/7/79:5)

In a beginning-of-year Book Report assignment, Ms. Anderson asked students to listen and to repeat what she had just told them, and asked them to respond "yes" or "no" to a survey question. She also allowed students to ask questions for clarification. For example, in field note excerpts we read:

> Ms. Anderson asks students what they need to remember about titles. Students respond that they need to capitalize and underline words in a title. . . Ms. Anderson asks students how many of them liked various books she mentioned by title as examples of the various categories. . . explains the differences between historical fiction (relating to past events) and realistic fiction (happening in the now) . . . Student: "Are we going to see who can get the most cards in there?" Ms. Anderson: "No. It's no race." Joelle: "Can we put more than three titles on paper?" Ms. Anderson: "Yes, if it's legible and large enough to read easily." (Field notes, 9/1//79:5)

Brainstorming

At different times throughout the year, in preparation for various writing activities, Ms. Anderson challenged students to generate, or brainstorm, for ideas. For example, early in the year, when she introduced the Diary Page assignment, she invited students to think about their feelings during the first four days of school. She expected them to all participate--spontaneously share words that expressed different feelings they had experienced (Field notes,

9/12/79:1-2; Journal, 9/13/79: see excerpts quoted in previous section, first marking period).

Later in the school year Ms. Anderson challenged students to brainstorm -- think of at least three cities outside the United States that they would like to research for A City of the World project. In interview comments we read:

> Friday, Ms. Anderson will have the students brainstorm for topics for their projects. Everyone must choose a city and Ms. Anderson wants to help them think of a wide variety of possibilities. She is going to be checking with the librarian about the books available for the students. (Interview, 2/6/80)

After checking with the librarian to see that sufficient media resource information was available in the school library to research chosen cities, Ms. Anderson made the final selections from each student's three choices of topic.

Decision Making

In addition to inviting students to share in topic selection for the research project, Ms. Anderson further shared her decision making options with students on many other writing occasions. Such occasions included the following: choice of weekly theme topics four times during the year (Journal, 10/7/79), choice of type of magazine to produce (Journal, 10/7/79), choice of magazine entries (Interview, 10/30/79; Field notes, 12/18/79:2), choice of media resources for A City of the World research project (Field notes, 2/20/80:1-2), choice of production rate for Individualized Skills activities (Journal, 1/9/80) and for Right Is Write stories (Field notes, 5/2/80:3), and choices of break time and work time for Right Is Write activities (Field notes, 5/2/80:1,6)

For example, in her journal Ms. Anderson wrote about her plans for sharing theme topic choices during the year.

> The writing assignment next week will be to write on "any topic". About every third or fourth writing assignment, I like to provide this option for those who can't think of a topic, I have printed lists of possible titles available. (Journal, 10/7/79)

As another example, in her journal she also described how the type of magazines students chose for the Original Magazines project would help them choose types of stories they would write for inclusion in their magazines.

> Yesterday afternoon I talked with the classes about the magazines I was going to ask them to "publish". This week's writing assignment is to begin the rough draft of a story which they will eventually incorporate into their individual magazines. For this reason, they had to decide what types of magazines they wanted to make--general interest, sport, beauty, comic, etc--so they would write a story which would be appropriate to include in it. (Journal, 11/7/79)

Not only did Ms. Anderson share her decision-making options and assist students in making individual decisions, but she also provided them with opportunities to arrive at consensus, or participate in small group decisions. One example of small group decision making took place in the Tasaday Letter simulation. Students, in groups of three or four, decided upon a division of labor, that is, who would record ideas of the group, who would write a rough draft, and who would write a final draft of a letter. They also decided upon the contents of the letter, written in reply to a request of an outside group for assistance to the Tasaday people. In field notes, we read:

> Ms. Anderson tells students that they are to write a rough draft of the letter then rewrite it, . . .She assigns the groups to the library, tells them they will need three sheets of paper. . .suggests that students take turns being recorders at each stage of their project (i.e., writing advantages and disadvantages, writing rough draft, and writing final draft) (Field notes, 12/7/79:6)

Several other instances of small group decision making took place as students enacted a series of tasks as part of a Guess Who's Coming to Dinner simulation. Students separately decided upon lists of ten possible dinner guests, then, in groups of four, shared their total lists of forty names. In group processes of decision making each group of four then finalized a list of ten dinner guests (Field notes, 1/16/80:5). In a second meeting, a week later, each group of students decided upon and drew up a diagram of a seating chart, according to which they and their guests would be seated (Field notes,

1/23/80:4). In a third session, held during the following week, the student groups discussed and decided upon menu items and a program of entertainment for the event (Field notes, 1/30/80:7). Finally, in a fourth session, held one week later, the small groups of students decided upon who would present what part of their plans to the class at large (Field notes, 2/6/80:2). (Journal, 1/15/80).

Excerpts from field notes illustrate decision making processes. For example, one group of students explored its reasons for guest selection.

> Don explains his list. After a short discussion with other members he places pluses and question marks after names on his list. Colin reads his list after Gene reads and discusses at least one name on his paper. (Field notes, 1/16/80:5)

In another example, Mr. Hathaway, who teamed with Ms. Anderson to direct Guess Who's Coming to Dinner? simulation activities, explained to the students a possible criterion they might use to decide seating arrangements, and listened to criteria students suggested.

> Mr. Hathaway tells students that they must draw a table and seating chart, explain their reasoning for it. For example, that in politics one wouldn't seat the representative from Russia next to the representative from Afghanistan. . .Members of group make various suggestions: one student suggests alphabetical order, another that they draw stars to represent people. . . (Field notes, 1/23/80:4)

Suggesting Ways to Improve Writing Processes

Ms. Anderson often accepted from students ideas for improving presently experienced, or future anticipated writing activities. Examples of their suggestions are the following.

--In the Following Directions activity a student suggested that other students not only read, but also literally follow directions their peers had written for reaching an unnamed location in the school building. Ms. Anderson described this activity in her journal.

> W. S. schools have a list of "common writings" to be taught to each grade level. One of those for 6th-grade is to write clear directions--so I used this as a basis for this week's theme. Each student is to write the directions on how to get to a special area classroom from

> our communication arts room--but the name of the room to which the directions lead is not to be mentioned. My original plan was to let the kids read these directions orally to see if the rest of the class could tell where they led. Naturally, the kids wanted to do it (find the classroom), but I explained it would mean too many people wandering in the halls during classes. Then one girl suggested that ½ the class go at a time--and that seemed more practical (Why didn't I think of that!)--so that's the plan now. (Journal, 9/26/79)

In October, Ms. Anderson accepted a student's suggestion that she turn out the lights as she read a scary passage as part of an introduction to writing descriptive themes. Ms. Anderson described this happening in her journal.

> Friday afternoon's introduction to this week's theme went very well. I read two short descriptive paragraphs to them--one describing a room, the other describing a shipyard at night--and then the kids told the details they had heard that made the paragraphs seem "real". I was amazed at some of the details that they were able to recall. It was a perfect day to discuss an eerie setting--dark and rainy. When I suggested my idea to the first class about shutting their eyes and saying a word, phrase, or sentence appropriate to use in a spooky story, one of the kids suggested turning off the lights and pulling the blinds to add to the dark atmosphere. I nearly killed myself bumping into things as I went about the room tapping those who had their hands raised for sharing. But it was worth it--some neat ideas. (Journal, 10/21/79)

--Near the end of the school year, during enactment of the simulation game, Right Is Write, students orally suggested changes in the game in the event that they could play it again. As a follow up procedure Ms. Anderson devised and distributed a questionnaire in which she also solicited suggestions from students in writing. Questions she asked included the following:

> List, in order, the three things you would most like to do if we do Right Is Write again.
>
> What did you like BEST about Right Is Write?
>
> What did you like LEAST about Right Is Write?

Evaluating Written Products

Frequently during the school year, students corrected and evaluated their own writings, writings of other students, and writings of Ms. Anderson. Examples of their activities follow.

--In the Book Summary activity, Ms. Anderson invited students to assess the quality of the work that they had displayed on the bulletin board. In field notes we read:

> Ms. Anderson:. . ."go back and look at yours (pocket and card on bulletin board) between now and Friday. . .Leave it if you're pleased with it. Some people put forth a lot of effort and some didn't." Ms. Anderson suggests that if students are not satisfied with what they did, they can do the assignment over before Friday when she will collect and look at them. She explains that everyone is to do a book report every nine weeks. . .must have read one new book by November 1. (Field notes, 9/11/79:5)

--As Ms. Anderson listed suggested words in preparation for the Diary Page assignment on an overhead projector, she misspelled a word. Field notes document how a student identified and corrected the misspelling.

> Ms. Anderson: "Kerwin?"
> Kerwin: "You spelled 'forgetful' wrong." (Ms. Anderson corrects it on the overhead, inserts an 'r').
> Students: "Confused, terrorized, lazy, groovy, droopy, hot, excited, stupid, cold, interested. . ." (Ms. Anderson continues to write words on the overhead).
> Ms. Anderson: "I'm running out of room. . .I want you to keep a diary. Write down your impressions of Harbin School. . . " (Field notes, 9/12/79:2)

--Students corrected Tasaday Letters that groups of their classmates had composed. Ms. Anderson described her plans for this activity in her journal.

> Another day I want to use the letters from this activity as models. . and let the students as a group make corrections. (Since the letters were composed by groups of students this should be less threatening than if the work had been done by an individual. (Journal, 12/7/79)

Students evaluated their Original Magazines for quarterly progress reports to parents by using criteria the teacher specified. Ms. Anderson described at length procedures of student (and teacher) evaluation in journal and interviews. Excerpts from each of the two data sources follow.

> After explaining my evaluation process, I asked each student to--on paper--evaluate his own work using the same procedure. Many found it very frustrating to have to analyze their work in this manner; but they took it quite seriously. I am not going to look at their evaluations of their own work until after I've made my own evaluation; then I will also staple theirs in the back of the magazine.

> I plan to use the comments as the basis for individual conferences--especially if the student and I disagree about the quality of the work being done. (Journal, 12/21/79)
>
> The students were handing in their magazines they had written and put together which Ms. Anderson planned on evaluating over vacation. She shared with the students the method she would use for evaluation. Since middle school report cards are a series of narrative statements, in evaluating the magazines these could be transferred to the report cards. . . Ms. Anderson asked the students to evaluate their own work. . .after she explained her own criteria for judging what was excellent, satisfactory, etc. (Interview, 1/9/80)

--Students evaluated Ms. Anderson's version of how not to give a report for A City of the World. As a guideline for critiquing her speech, they used an evaluation sheet that she had given them. In field note excerpts we read:

> 1:52 Ms. Anderson explains that anyone who will give a report on Friday will have their written report returned to them tomorrow, so that they can look them over. . .Jackie proposes the possibility of giving the speech from note cards. Ms. Anderson says this is okay. . . Ms. Anderson explains the new evaluation sheet. . .
> 2:07 Ms. Anderson tells students that she didn't have time to prepare how to give a speech because of interruptions in her planning period this morning. She says that she will tell us today about Dublin.
> 2:09 Ms. Anderson begins her speech. She pulls map of Europe down from its roller above the chalkboard, then, without comment, pulls it back up. Students laugh, mark their evaluation sheets. Ms. Anderson turns on the overhead projector, shows a map of Ireland, shows where Dublin is located, then quickly turns off the overhead projector. She shows students a small map of Ireland, reads to the class without looking up except for a glance toward the door. She reads very quickly, in somewhat of a monotone.
> 2:12 Ms. Anderson asks students what points they gave to her for her report. . .She obtains several opinions of the scores she should receive. Ms. Anderson then turns the overhead projector transparency to where students had evaluated her, and next to these scores writes number evaluations of how she would score herself. (Field notes, 3/4/80:4,5,6)

--Students also evaluated stories written by other students, for example, in the simulation game, Right Is Write. In excerpts from videotape commentary we read about how students, in their roles as publishers and editors, evaluated a writer's story and negotiated a purchase price:

> Publisher: "I mean, it's good and all, but it's just--"
> Editor: "But it keeps the reader, well, interested. . . .anything would happen . . .would make someone want to read it."

> Publisher: "I'd be willing. Sixty-five!"
> Editor: "Eighty!". . .(Audiotape commentary, 5/2/80)

Sharing Information

Ms. Anderson provided opportunities for students to share what they were learning with audiences other than herself. For example, to illustrate results of extensive surveys they had conducted, students wrote, for other students to answer, comprehension questions about graphs they had constructed. Ms. Anderson described the Graph Questions social-studies activity in her journal.

> Today I assigned them the task of making a graph of their own showing the results of a survey of 100 people. . .When the graph has been completed, each student is to write four questions that other students could answer by reading the graph. (Journal, 10/3/79)

As another example, student shared with an audience of other students and with their teacher information they had gathered and organized for research reports on A City of the World. Field notes reveal Ms. Anderson's acknowledgement that she had learned from their reports.

> Walter shows students his map of Italy, tells about Rome. Students clap after Walter ends his speech.
> Ms. Anderson: "Okay." She tells students that. . . this is the first time she had students give a speech where they read reports--feel that she learned more because she heard so many facts. (Field notes, 3/7/80:3)

The simulation game, Right Is Write, provided yet another opportunity for student sharing. Ms. Anderson offered students an opportunity to develop curricular materials for younger learners. She explained that the objective of the game was to write a quality product that teachers would use to teach both comprehension skills and vocabulary skills to fourth or fifth graders. Videotape commentary excerpts document her explanation of this objective.

> The objective is to write something that a publisher will buy for a specific audience. The audience that were thinking of -- I think I mentioned that yesterday. Does anyone remember? Who are you writing for? Bob? . . .You are writing something that would be appropriate to use in a fourth or fifth grade classroom. For what purpose? . . .for reading. . . but at the same time you have to sorta

> think. Well, a teacher would use this. And it's going to be a short description that a teacher would ask questions about, a short article that a teacher could use to develop vocabulary. (Videotape commentary, 5/2/80, 1:372-385)

And, as a final example, each of two groups of students shared with their peers artifacts they prepared for the Archaeological Dig project. The artifacts became part of a problem-solving task for the other group of students to work out. Each of the two groups of students constructed an alphabet, coded messages, and created artifacts representing another culture. The other group of students decoded the messages, and hypothesized about possible meanings or uses of the artifacts. Field notes describe this activity.

> 2:00 (Ms. Anderson explained to us that students from each class made up their own alphabet and that the other class had to decipher it.) Ms. Anderson announced to students that they would share their artifacts. Students were to tell about the artifacts they acquired from the other class and tell other students in their own class what the artifact tells about the culture from which it originated. (Field notes, 5/29/80:1)

Summary of Student Role in Enactment of the Curriculum

In sum, the teacher was not the single source of information for students. They listened and responded to directives and questions, but this was only one aspect of the students' role. Students brainstormed and made decisions. They made acceptable suggestions for curriculum improvement and implemented them. They also evaluated written products, shared their learnings, and even created curricular resources to guide learning of other students. In several ways, then, students became not only receivers and interactors in the learning process, but also constructive critics and collaborators in curriculum making.

Fourth Section: Constraints on the Teaching of Writing and the Teacher's Responses to Them

Ms. Anderson confronted factors that influenced what she selected and how she implemented writing curriculum--factors that appeared to frustrate her aim

to facilitate students' success experiences, and her methods to achieve this aim by developing their writing skills, and by building one lesson or activity upon another. She articulated her beliefs in an interview. Here are her paraphrased comments:

> Ms. Anderson does not like to "wing it" but likes everything well planned out. She likes lessons to be sequential so that she can refer back to previous lessons and kind of build on that. (Interview, 10/9/79)

The factors or elements Ms. Anderson confronted as imposed constraints, or potential obstacles to her curricular goals, included the following: insufficient space, large number of students, district and school mandated curricular content, the school schedule, and frequent interruptions in the established schedule. This section (see especially Figure 3 for overview) focuses on these constraints and on how Ms. Anderson responded to them.

Insufficient Space

Both Ms. Anderson, and Mr. Hathaway, her teaching partner, expressed early in the study and in the school year a need for different types of space for the large number of students in their care. This was reported in field notes from the first week of school.

> Mr. Hathaway enters room. Talks about need for psychological and physical space (first referred to in grievance procedure by Paula). (Field notes, 9/6/79: 1-2)

Although Ms. Anderson and other teachers complained about overcrowded classrooms by signing a grievance report, Ms. Anderson continued to work in the limited space with the number of students to whom she was initially assigned--sixty students, thirty in each of two class groups. (Field notes, 9/6/79:1-2)

In her already crowded classroom she perceived a need to add even more furnishings to accommodate her students. In a September journal entry,

Figure 3

Constraints on the Teaching of Writing
and the Teacher's Response to Them

TYPE OF CONSTRAINT	EXAMPLE OF CONSTRAINT	TEACHER'S RESPONSE
1. Insufficient SPACE	Small classroom, large number of tables in classroom; lack of "psychological space"	Obtained needed worktable for classroom from cafeteria; used library, hall, park for writing activities
2. Large number of STUDENTS	Teacher perceived help to individuals during writing process as inadequate, and evaluation of written products as burdensome	Used university student aides, peer aides, parent aides; designated study periods; omitted and substituted for weekly theme assignments
3. CURRICULUM CONTENT (District & school mandated)	Mandated administration of tests, and teaching of predetermined Common Writings and Objectives	Perceived spelling test as particularly difficult and tedious; modified plans
4. SCHOOL SCHEDULE	Break times, classroom meetings, intramural meetings, current events games; spelling & reading classes	Provided "fillers"; transcended time allotments for writing activities
5. INTERRUPTIONS in the established schedule	PA announcements, assemblies, fire drill, broken water main, film showing, teacher illness	Extended projects, rescheduled activities, developed additional "structure", suggested that student write about interruptions

she wrote:

> Another frustration was somewhat eased today--I finally got another table (an ugly old green thing from the cafeteria!) and now at least everyone has a table to sit at so they can write with some degree of comfort. I really still need one more to make things equal for all. I heard someone recently refer to "psychological space"--well, my students don't have any! (Journal, 9/13/79: 8)

Despite the addition of a table, she encountered work space as an ongoing problem for implementation of her writing curriculum, e.g., to provide opportunities for students to enact the role she envisioned for them, or as an incentive for them to expend their best efforts, and to share the processes and products of writing with their peers. As reported in an October interview we read:

> Ms. Anderson wishes she had more room so that students could share more writing with their peers. (Interview, 10/9/79)

Internal problems of space, therefore, Ms. Anderson only partly resolved. She provided additional work space within the classroom, and often extended writing activities to areas outside the classroom, such as hallways (Following Directions theme), library (A City of the World research project, Right Is Write simulation), and local park (Archaeological Dig social studies simulation). Still, the problem of finding adequate work space for within classroom writing activities remained.

Large Numbers of Students

Related to the constraint of insufficient space, and to the external constraints of scheduled time allotments, Ms. Anderson confronted the problem of attending to learning needs of students in different ability ranges. In journal entries she wrote:

> I often find it frustrating trying to meet the needs of 60 kids in a broken-up day in a too-small room! (Journal, 10/7/79)

> I really feel my better students get the short end of the stick in my regular classes--and I guess that's my own management problem! I've

> tried many approaches in dealing with it, but it's a problem that nags at me constantly. Maybe if the class load was smaller--say 21 or 22--I wouldn't feel so strongly about that because I might be better able to deal with the problem then. (I know when I had 23-26 fifth graders for the entire day, I felt more in control of the situation. Of course I also had a larger room and had the students more hours of the day and I know that helped.) (Journal, 2/8/80)

Because of the large number of students assigned to her, Ms. Anderson experienced difficulties both in providing sufficient individual assistance in processes of writing, and in taking time to evaluate written products. She experienced frustration when trying to attend to needs of students in the process of writing, for instance, when they worked on rough drafts of stories:

> My biggest frustration during a period such as this is that there are so many of them and only one of me--and most of the students seem to want and appreciate the one-to-one approach. (Journal, 11/11/79)

Ms. Anderson also experienced as a demanding task the evaluation of written products, for example, weekly student themes, and other writing projects such as students' Original Magazines. As reported in an interview we read:

> Ms. Anderson will spend part of her vacation reading and evaluating all of the magazines. She spends a lot of time at home either preparing for writing or evaluating students' papers. Because it takes up so much of her life, she is thinking about quitting at the end of this year. She has taught 20 years and she wants to have the time to do something else. One of the things she is considering is writing. (Interview, 12/9/79)

Nevertheless, Ms. Anderson found different means to alleviate the burdensome task of evaluating writing products. They included engagement of parent aides, omission of a weekly theme assignment, and replacement of a weekly theme assignment with a longer writing project.

During a September meeting with parents, Ms. Anderson explained how volunteer aides could help her evaluate student themes. Both field notes and interview notes describe this process:

> 8:30-9:05 pm OPEN HOUSE NIGHT
>
> . . . Ms. Anderson explains spelling program, groupings for reading, themes and book reports she requires for Communication Arts, and

> the "intertwining" of themes each week--½ of papers she would correct; and, she hoped, two volunteers would correct the other half, each correcting fifteen of them. Ms. Anderson would alternate each week, so that every two weeks she would be correcting carefully at least one paper each child had written. (Field notes, 9/26/79: 8)
>
> Ms. Anderson has a parent evaluating themes for her. They each take half each week and then the next week, switch groups. Ms. Anderson had her come in and showed her papers she had done--what symbols Ms. Anderson used, for instance. Ms. Anderson underlines misspelled words. And she always writes something positive on the papers. Ms. Anderson was very pleased with the way the parent evaluated them . . . . Next week there will be no writing assignment because of homecoming. Ms. Anderson always has a big party that weekend and doesn't have time to grade themes. Sometimes when she wants a week off from grading themes she will assign a longer writing project, like a magazine so that it takes students two weeks to write it. (Interview, 10/9/79)

She also found help to meet individual needs of students in processes of writing from different sources, for example, by arranging for help from teacher aides (from area university school of education), and by providing opportunities for students to help their peers. For example, the teacher aide relieved Ms. Anderson of administrative and supervisory duties so that she could assist individual students. In the simulation game, Right is Write, the aide distributed materials and oversaw activities of students who chose to play outdoors, thus freeing the teacher to remain in the classroom and assist students who chose to continue with the drafting and revising of their stories. In videotape commentaries we read:

> Ms. Anderson: "I have another job for you, Carol. You can give everyone pins so they can put their name tags on. All right . . . We have a lot to do today." (Videotape commentary, 5/2/80, 1: 220)
>
> Ms. Anderson asks Carol (teacher aide) to go out with those who want to go out.
>
> Tammy (agent): "Me, I need a break." (Other students opt to stay in . . . Several students leave with Carol.)
>
> Student (frustrated): "When it's the second time!" Ms. Anderson empathizes with him. (Videotape commentary, 5/2/80, 3: 295)

In addition, the teacher aide assisted students individually.

> Students move about the room. Some students are writing. Ms. Anderson passes out envelopes. Both the teacher aide and Ms. Anderson assist students. Ms. Anderson confers with the teacher aide, asks if she can help this afternoon also. Aide responds: 'It's fun!" (Videotape commentary, 5/2/80: 4: 135)

In this game also, students, particularly in their roles as agents, assisted other students, in their roles as writers, to draft, edit and revise their stories. Videotape commentary illustrates these interactions, for example:

> Bob asks agent for spelling of 'soldier'.
>
> Agent: "Let me look it up to make sure . . . . You guys, remember, don't make 'em too long . . . . capital, see, on 'Tom' . . . and write two quotation marks . . . and, there, no, there, on three o'clock . . ."
>
> Jim: "How do you spell 'erase'?"
> Agent: "Erase? 'e-r-a-s-e' . . . "
>
> Gary asks for the spelling of 'inventor.' Two or three writers discuss whether it ends in -or or -ior.
>
> Agent: "Wait a minute. I have to do Bob's then Gary's, then yours."
> Agent (to Bob): "Put a period after lacking."
> Agent (reads): "'After the soldiers were fallen to the ground, help arrived.' That's not a very good ending. Okay, look! What you should do, say, 'The calvary came', or something . . . Don't just say 'Help arrived', say what kind of help arrived. Okay? . . . I'll tell you what to do after that." (Agent moves on to help another writer) (Videotape commentary, 5/2/80, 5: 888)

But even agents, charged with assisting four writers at most, could have used more assistance in meeting needs of their peers. Writers must wait their turns for help.

> Student: "I'm finished."
>
> Agent: "Wait. I've got to do Martin's, then Sammy's, then yours." (He directs students in process of writing) . . . "You've gotta do the final copy next." (Agent tells writers to be quiet, to wait. One writer tells him that he can't)
>
> Agent: (after further demands on his time, help). "I've got to sit down for awhile. . . . Oh, God, this is getting monotonous" (Videotape commentary, 5/2/80, 5: 949)

Curriculum Content

For better or for worse, Ms. Anderson was not the sole planner of writing content. The teacher experienced her own frustration and that of her students as they encountered constraints of mandated curriculum content. This content included meeting requirements of stated objectives for writing, completing a set of Common Writings, and administering spelling, reading, mathematics and vision tests.

The school district imposed a list of objectives requirements and a list of Common Writings requirements that teachers must introduce to students during the school year (see Appendix D). The school district did not have an adopted text for student use. The school expected teachers to examine available materials and various texts (available in quantities of one to fifty) and then create their own curricula as they incorporated the required objectives and the Common Writings. Although a group of district area teachers, Ms. Anderson included, collaborated to draw up the lists of Common Writings, for kindergarten through twelfth-grade levels, Ms. Anderson was not particularly keen about finding ways to meet the Common Writings requirements for her students at sixth-grade level. She considered the Common Writing requirements, plus objectives requirements, as difficult to integrate, or as hindrances to her own curricular plans. She articulated her perspective during an interview, for example,

> Ms. Anderson began by talking about the Common Writings. She said they were a bother, an intrusion on her own plans for writing. (Interview, 1/23/80)

Common Writings assigned to grade six include the following:

> The students will write clear directions as specified by the teacher.
>
> The students will write a short story or myth.
>
> Prepare outline as preliminary skill for report writing.

> Use bibliography form.
>
> The students will write a summary paragraph of a reading assignment from social studies or science text material.
>
> The student will choose a possible school change and persuade the principal, the teacher, their classmates that it should be made.
>
> The students will focus on the sense of sight to create a mood through a written description of a setting.
>
> (The Common Writings K-6, pp. 3-4)

Ms. Anderson met most of these Common Writings requirements in writing incidents described in the second section of this chapter and categorized in Figure 2, namely, Following Directions themes, story entries in Original Magazines, Debate Notes, and research reports on A City of the World.

Rather than treat Common Writings as isolated learnings, she incorporated them in the context of her plans for sequencing writing activities and building complexity. For example, she wrote in her journal the following explanation of her plan:

> S. L. Schools have a list of "common writings" to be taught at each grade level. One of those for 6th grade is to write clear directions--so I used this as a basis for this week's theme. Each student is to write the directions on how to get to a special area classroom from our C.A. room--but the name of the room to which the directions lead is not to be mentioned. (Journal, 9/26/79)

Hence, although she classified Writing Directions, an assignment derived from one of the Common Writings, as a non-creative skills lesson (Interview, 2/13/80), she transformed it into a prototype for creative theme writing--an introduction to a format and procedures for creative themes students would write in succeeding weeks. For the Writing Directions assignment, Ms. Anderson asked students to use their classrooms as a starting place, write directions to somewhere else in the school, then exchange papers and see if another student could follow the directions (Interview, 9/25/79). She introduced the assignment by explaining an item on an assignment sheet she had just distributed to students

that read: "Thursday, Theme due" (Assignment sheet, week of September 24, 1979). Here, excerpted from field notes, is a brief taste of what she did to achieve this transformation in class.

> Ms. Anderson explains the assignment sheet. . ."Raise your hands if you have questions". . . .
> Ms. Anderson: "Think about where all your special areas are . . . Without naming the place, using complete sentences, write directions on how to get from this room to that place. . . . It may not be the most direct route. . . . I can't give room numbers. . . Don't tell anybody." Arnie asks Ms. Anderson a question about how to give directions. Ms. Anderson replies: . . ."do not want people to be lost . . .want directions to be precise." (Writes example on overhead projector) (Field notes, 9/24/79:3-5)

Ms. Anderson expected students not simply to improve their skills for writing clear directions in order to fulfill the Common Writings requirement, but concomitantly to draft their writing and revise it according to a format and procedures she would call upon them to use in subsequent writing activities, for example, in creative weekly themes, and in the longer and more complex writing of stories and reporting of research (field notes, 9/24/79:3-5; see also quoted field note excerpts on Writing Directions in the second section of this chapter).

Requirements for the Spelling Program Ms. Anderson was less able to incorporate as means to achieve her curricular goals for writing. Previous to the first day of classes, the communication arts coordinator, Ms. Heath, conducted a meeting in which she outlined the requirements of the spelling program. For example, Ms. Heath explained that the spelling program should be followed exactly--only one lesson per week--and that enrichment should be given outside of the program, e.g., word lists for science, mathematics. Ms. Anderson asked aloud (but did not direct her question to Ms. Heath), "What does this program have to do with writing?" Neither Ms. Heath nor the other teachers addressed this question, left it unanswered. Ms. Heath concluded the meeting by asking teachers to complete administration of the 240 word pretest within the next two days (the first one and one-half days of school) and follow up with administration

of five sequential spelling placement tests of twenty words each. (Field notes, 9/7/79: 2) Administration of the spelling pretest and placement tests thus became activities of priority during the first several (6½) days of the school year.

The pretest, however, appeared to conflict with Ms. Anderson's plans, also with her views on writing. Even before administration of the pretest, Ms. Anderson called it "a pain in the neck" (Field notes, 9/7/79: 1). The procedure promised to be tiresome, or boring, to both teacher and students. Ms. Anderson showed students how numberings on each side of their three notebook size papers "must be done in a very special way." They must write "Basic Spelling List" at the top of the first paper, write their names clearly because "papers go to Ms. Heath and to mothers--for correcting--and must return to the right people," and make three columns of numbers on each page. (Field notes, 9/7/79)

After students had listed numbers one to ninety-four, Ms. Anderson reminded students, "I told you this was a tedious task, didn't I?" (Field notes, 9/7/79:1) and continued the numbering process with her students. The process of having students prepare the format for their pretest (list numbers from one to 240) took nearly an hour. Ms. Anderson empathized with her students: "You know, that constant writing, it's hard on the fingers." (Field notes, 9/7/79: 2)

The relatively short notice for testing caused inconvenience not only in time but also resulted in space or crowded classroom accommodation. Ms. Anderson, told students, the school principal, Mr. Arthur, and her teaching partner, Mr. Hathaway, in turn, that if she were called to administer the pretest again, she would use a dittoed format, and would have done so for this pretest if she had more planning time. (Field notes, 9/7/79: 2)

Before lunch time Ms. Anderson and Mr. Hathaway called the school office to request use of the auditorium for administration of the spelling pretest. An eighth-grade group had already reserved it, however, so Ms. Anderson reminded

Mr. Hathaway that they had no choice but to administer the test that same afternoon. Hence, immediately after lunch time students assembled in Ms. Anderson's and Mr. Hathaway's rooms (a folding door dividing the two rooms was folded back, to make one room only). Although Mr. Hathaway pronounced six students absent, the room was crowded--and warm. (Field notes, 9/7/79: 5)

With possible exception of three students, class members were not particularly enthusiastic about the testing process.

> At the mid-afternoon break, Ms. Anderson asked: Who are all the people who liked spelling?" Terry (student who had mixed up her numberings that morning): "It's fun! It's fun!" Two other students responded by raising their hands. (Field notes, 9/7/79: 5)

Thus, teachers experienced their own frustrations and those of students as they arranged for and executed the spelling pretest within space and time restrictions. In addition, Ms. Anderson reflected that the spelling pretest was a deterrent to her goal that each student experience success. In field notes we read:

> Ms. Anderson says she likes students to feel "really successful" about what they do the first two days. There was a girl from Pinedell who had gone to that school for three years and did not know what letter Pinedell began with. Ms. Anderson felt the spelling test must have been really discouraging to her. The spelling test was given too soon (her department chair had insisted on it) and it was given to too large a group (Mr. Hathaway had wanted to do the test in this fashion). She said she would not do that to students again. (Interview, 9/10/79)
>
> Mr. Hathaway: "How, when you have sixty kids in the classroom--how give them the attention they want. Then have to relate to them on the basis of authority . . . Tedious, tedious" (referring again to spelling test).
>
> Ms. Anderson: "Just couldn't do it." (refers to numbering for test) . . . 'continued to get numbers mixed up.'
>
> Ms. Anderson: 'Lori . . . "Couldn't spell 'Pinedell,' the school she went to last year." (Field notes, 9/7/79: 4)

Besides the spelling pretest, other beginning of year school imposed tests, e.g., math tests, reading tests, spelling placement tests, vision tests, also caused Ms. Anderson to delay and otherwise alter her curricular plans. The force of the

following remarks, for example, and their sheer frequency early in the year are noteworthy. In her journal she wrote:

> Yesterday was the best day of the school year to date--I was beginning to feel in charge of my own destiny again. Then--WHAMO--today I'm back in that rut--math test--ICRT tests--spelling tests--and 10 minutes left for me--just time to pick up a paper I assigned yesterday!
>
> Even the paper (diary page) I assigned yesterday was done more hurriedly than I would have liked . . . (Journal, 9/11/79)

And in interviews we read:

> Reflecting on last week, Ms. Anderson said she lost control of the situation on Wednesday. Because of ICRT testing she did not have enough time to get to the assignments she had planned. (Interview, 9/17/79)

and, again

> This past week they had vision testing and it was horrible. She feels flexible, but . . . "I can't deal with that." (Interview, 10/9/79)

Vision testing also interfered with student performance in a sentence writing activity. In field notes we read:

> Ms. Anderson explains that she reviews these sentences only because of errors in the last class assignment, particularly in their last two sentences or so, says she suspects this is because of anxiety over vision testing. (Field notes, 10/5/79:2)

The school imposed spelling pretest, however, Ms. Anderson perceived as an opportunity as well as a constraint for learning or teaching. On the one hand, Ms. Anderson felt the pretest imposed constraints on her previously planned activities. Requirements that students devote most of the class time allotted to the first full day of school to a process of writing extensive lists of unrelated words, for example, inhibited, restricted and postponed the teacher's implementation of her plans for introducing students to writing about their personal experiences.

> Ms. Anderson mentions that she is behind schedule because she and her students are spending much time on the spelling program. She thinks that much of the testing is a result of the back to basics movement. (Field notes, 9/13/79: 4)

On the other hand, Ms. Anderson used the occasion of pretesting as an opportunity to informally assess student abilities. She modified her plans according to students' performance in pretesting to meet student skills needs as well as their social, physical and psychological needs. She planned and implemented a variety of short experience-based writing activities planned so that all students could experience success. On the day of the spelling pretest, Ms. Anderson wrote in her journal:

> I have changed some of my plans for next week's writing assignments. . . . After watching some of the students experience difficulty in writing words that should have meaning for them--some of last year's schools, hobbies, etc. that students listed during a get-acquainted game--and also noting the difficulty many had in taking a test of 240 basic spelling words (I never will subject kids to that type of thing the first full day of school again!!), I decided I'd better start with something that wouldn't overpower the slower students . . . . I want to start with several short lessons or activities where everyone can feel successful. (Journal, 9/7/79)

For example, in an interview she explained that in response to the spelling pretest she modified her plans for the Diary Page activity:

> In response to my question of what she planned for writing for this week, Ms. Anderson said she usually has the students write a paper about how they feel and about their perceptions of the first couple days of school. She changed it this year after seeing how the students did on the spelling test. (Interview, 9/10/79)

Because the 240 word spelling pretest preempted Ms. Anderson's plans for introducing the Diary Page assignment on the second day of school; because subsequent testing postponed her plans for three additional days; and because results of the spelling test indicated that a shorter and less demanding assignment would better match student needs or abilities, she changed her plans. What would have been a week long process of keeping a daily journal--several Diary Pages--became an overnight assignment of reflecting back upon and writing about feelings experienced since the new school year began--one Diary Page. In her journal Ms. Anderson wrote:

> When I first planned to do the diary assignment, (in August) I had decided to present it the second day of school and to ask the kids to keep it up for one week--providing them a little time for writing each day. For obvious reasons, I couldn't do that so I decided to just make it a one shot deal. It should give me quite a bit of information as to skill levels. (Journal, 9/13/79)

Field note excerpts describe her introduction to the revised assignment and her announcement of the length of time students would have to complete it.

> Ms. Anderson: "Well, how many days have you been in school? . . . How did you feel?"
>
> Students: "Happy" . . . "tired" . . . "excited" . . . "curious" . . . "sick" . . . "nervous" . . .(Ms. Anderson writes responses on overhead projector in column fashion)
>
> Ms. Anderson: "I'm going to give you a piece of paper. . . . bring back tomorrow, finished. Finished means at least one column . . . . I don't want a list." (Ms. Anderson gives some examples for ways of starting.) (Field notes, 9/12/79: 3)

The implementation of the spelling program had thus interfered with the writing curriculum Ms. Anderson had planned to introduce. She, as well as her teaching partner, experienced the spelling pretest as tedious to themselves and their students. In addition, the pretest served to postpone implementation of curricular activities Ms. Anderson considered more appropriate to achievement of her goal--that each student experience success. Nonetheless, she did use student performance in the spelling pretest as a criterion for modifying her curricular plans, such as shortening writing assignments, so that each student could experience "success." (Ms. Anderson's conceptions of success maybe inferred from data; e.g., avoid boredom, gain skill competence, enjoy writing activities.)

School Schedule

Because the school reporting system required that teachers report to parents at scheduled intervals, that is, at the end of each of four marking periods, it constrained the flow of writing activities Ms. Anderson had

implemented. (At the end of each marking period Ms. Anderson selected appropriate items from her data bank of 169 communication arts and 180 social studies entries she had made for students' computerized report cards. See Appendix D for sample data bank entries.) In an interview she explained how she attempted to complete projects before the end of a marking period so that she could better report student progress to parents.

> Evaluation is very hard for Ms. Anderson to do and she doesn't enjoy it at all. . .Students and parents take the grades "so to heart." The written report card dictates to Ms. Anderson's teaching. A teacher has to have statements to put down or it looks to the parents as if you didn't do anything. She tries to have units end just before a marking period so she can put statements down for the unit. She also makes sure she teaches and evaluates stated objectives so parents won't complain. (Interview, 1/9/80)

The school schedule also constricted formally planned writing activities to small segments of the school day.

Ms. Anderson was alloted instructional time for meetings with each of two groups of students to teach subjects of communication arts and social studies. (While she met with one group, her team partner, Mr. Hathaway, met with the other group for science or mathematics classes). The allotted time consisted of one morning time block of approximately 1½ hours Mondays through Thursdays and 2½ hours Mondays through Fridays. (See Appendix A, Middle school schedule for Team 61, Team Subjects time blocks)

Exceptions to this initial arrangement, however, became the rule. For example, regularly scheduled events, such as "breaks" two times daily, and classroom meetings, intramural meetings and current events quiz games weekly, fragmented, or restricted, length of time blocks originally allotted to Ms. Anderson. In addition, reading and spelling were separated from the other communication arts, further reducing possibilities for longer writing projects. Following paragraphs elaborate on these incursions into the initial school schedules.

"Breaks" occurred within the originally allotted time blocks as the two teachers allowed students a daily five-to-twenty minute recess at class exchange times in the mornings and/or in the afternoons. Field notes record regular instances of these breaks, as in the following examples.

> Ms. Anderson responds to student question, tells her that she can write more than one tall tale. Jay and Ivan read aloud as they write their tales, begin to count their words. 9:30 a.m. Ms. Anderson announces a twenty minute break. (Field notes, 9/28/79: 4)

> Ms. Anderson tells students that they need paper and pencil for their classroom meeting, announces ten minute break, and suggests that students take their books to their lockers. 1:59 p.m. Marta reads Ellen Tobbits as she walks to the door. (Field notes, 10/17/79: 7)

In addition, series of social studies classroom meetings, usually lasting thirty-to-fifty minutes, occurred weekly. Ms. Anderson and Mr. Hathaway joined forces to plan and carry out these meetings together with their two groups that totaled sixty students. Field notes reveal the following schedule for one afternoon. It incorporated both a "break" of twenty minutes and a classroom meeting of thirty-five minutes. This left forty-five minute time slots for communication arts/social studies during which time Ms. Anderson could possibly sandwich writing activities.

> 12:25 p.m.
>
> On chalkboard:
>
> 12:26 - 1:10 Pete's Pests (name one group of thirty students selected for themselves)
> 1:10 - 1:55 Wastings (other group of thirty students)
> 1:55 - 2:15 Break
> 2:15 - 2:50 Classroom meetings
>
> (Field notes, 11/7/79):1)

Often, however, Ms. Anderson managed to incorporate writing activity as part of the classroom meeting. In one meeting, for example, students shared orally what they had written in themes about Something Old. Field notes report how she explained this assignment to her students:

> Ms. Anderson passes out assignment sheets . . . reviews assignment sheets with students . . . She explains that students will have one large classroom meeting on Wednesday, divide into small groups and share their stories or themes about Something Old . . . (Field notes, 10/8/79: 1)

Sixth-grade students at large, from six classrooms, regrouped and met for a series of weekly intramural meetings in which they planned for extracurricular sports activities, (twenty minutes each week). These meetings served to further abbreviate time frames for which Ms. Anderson could plan writing activities with her homeroom groups. Excerpts from field notes exemplify scheduled plans for such meetings as well as for "break" times.

> 12:25 p.m. (Ms. Anderson brings to my attention that she has written a schedule for the afternoon on the chalkboard):
>
> 12:30 - 1:10 Pete's Pests
> 1:10 - 1:50 Wastings
> 1:50 - 2:00 Break
> 2:00 - 2:30 Quiet study
> 2:30 - 2:50 Intramural meetings
>
> (I note the addition of two student desks that weren't in the classroom when I made a second classroom map). (Field notes, 10/2/79: 1)
>
> (10:00 - 12:25 Set up videotaping equipment . . .)
> On the chalkboard, Ms. Anderson has posted a schedule for the afternoon:
>
> 12:26 Pete's Pets
> 1:20 Break
> 1:40 Wastings
> 2:30 Intramural meeting (Field notes, 11/6/79: 1)

Yet another restriction on time flexibility, or team subject autonomy was a quiz game on current events, Tic Tac Toe. Teams, made up from sixth-grade students at large, competed with one another for about sixty minutes each week within team subjects time blocks to orally answer questions concerning contents of the local newspaper. Beginning of marking period field notes indicate Ms. Anderson's introduction of the activity to students:

> Ms. Anderson announces a practice Tic Tac Toe game until 1:20 p.m. She estimates that they could play three games within one hour . . .

> she explains that all sixth-grade groups are doing this game now. (Field notes, 9/14/79: 5)

End of marking period field notes indicate a Tic Tac Toe assembly as a special culminating activity:

> 12:27 Don J. tells me about the all-star Tic Tac Toe assembly on Friday next, that six students from each team with highest scores are chosen to participate . . . that six top people from teams 61, 62, and 63 will compete. (Field notes, 11/5/79: 2)

Regularly scheduled events, then, such as "breaks", classroom meetings, intramural meetings, and current events quiz games fragmented length, and restricted flexibility of the time blocks originally alloted to Ms. Anderson for the teaching of Team Subjects, that is, communication arts and social studies.

Even within the specific communication arts curriculum--writing, spelling, speaking, reading and listening--fragmentation occurred. Pretests determined ability levels of students in reading as well as in spelling. Pretest results served as the criterion for dividing students into ability groups, and consequently to different sixth-grade teachers in each of the two fragmented subject areas. Hence reading and spelling classes, in this way separated from the formal communication arts class, met twice each week, taking up the entire morning time blocks each Monday and Thursday.

Already, by the second day of school, scheduling of spelling classes threatened to divide or compartmentalize communication arts. In field notes we read:

> On the chalkboard a schedule is written:
>
> 8:25 - 9:10 Group B
> 9:10 - 9:20 Break
> 9:20 - 9:59 Group A
>
> Ms. Anderson: "I want to show you the things in this room" . . . any questions about school in general?' She explains that she is doing today what she wanted to do last week. Ms. Anderson explains what boxes next to filing cabinets are used for (Spelling Program, grades 6 -8). She further explains that students will be mixed up according to placement tests, which will be given soon. Students will have spelling

> for ½ hour twice per week, on Monday and Thursday mornings. (Field notes, 9/10/79: 1)

After students experienced more than a week of placement testing, they met with teachers assigned to their ability grouping for departmentalized spelling classes.

> Ms. Anderson explains that on Monday morning at 8:26, students will go to one of six sixth-grade teachers for spelling. Names will be posted so that students will know where to go. Ms. Anderson says that at first these classes will last about forty-five minutes, later about thirty minutes. (Field notes, 9/21/79: 5)

Interpositioning of reading classes (in the sixth-grade schedule) compartmentalized the communication arts still further.

> Ms. Anderson tells students that on Mondays and Thursdays they will have reading right after spelling. She reads aloud names of students who will be with each of the teachers . . . Ms. Anderson explains that groups will be readjusted every nine weeks. (Field notes, 9/26/79: 7)

Consequently, Ms. Anderson developed her writing curriculum within many more time constraints than the official school schedule indicated. Writing lessons became constricted to small segments of originally alloted time blocks. In an informal meeting with the participant observer, Ms. Anderson also described her fragmented schedule.

> At 2:00 p.m. Ms. Anderson and I have agreed to meet outdoors (break time) as she said that her schedule was beginning to solidify and that she would like to share it with me. She shows me her schedule and explains that spelling and reading would take place on Monday and Thursday mornings, spelling from 8:25 -9:00, and reading from 9:00 to 10:00. Also, . . . that classroom meetings would be on Wednesdays (2:15 to 2:45, or early on Thursdays); break on Tuesday and Wednesday from 2:00 - 2:15, and Current Events game from 12:30 to 1:30. Ms. Anderson said that reading classes would involve vocabulary mostly, did not think it would have much to do with writing. (Field notes, 9/26/79: 7)

The separate scheduling of reading and spelling classes apart from other communication arts activities, in a regrouping of students including students other than those in team 61, reduced flexibility of planning time and possibilities of teaching writing within the communication arts, in an intradisciplinary mode.

The actual schedule of regularly predetermined time allottments determined greatly when writing activities would take place; the extent of writing activities, contrastively, rarely affected the predetermined schedule.

The teacher more easily integrated writing with a subject area outside communication arts, social studies--in an interdisciplinary mode--than with curricular elements within communication arts, that is, spelling and reading--in an intradisciplinary mode. For example, both departmentalization of content and the reconstruction of groups of students for spelling and reading served to constrain an intradisciplinary, or integrated curricular approach to communication arts.

One way Ms. Anderson responded to a consequence of an inflexible imposed schedule, namely, unexpected time gaps, was to introduce a writing activity that she classified as a "filler" (Interview, 2/13/80). These unexpected time gaps typically occurred earlier in the school year when planned writing activities were shorter, and thus, more likely to be completed before the end of an alloted time period.

The three "fillers" described in following paragraphs, for example, completed time gaps of eight-to-twenty minutes. Each of them Ms. Anderson introduced during the first 3½ months of the school year.

The first "filler", a Tall Tale, in which students wrote in twenty-five words or less why they did not turn in assignments on time, Ms. Anderson initiated to complete eight remaining minutes of one class period. Field note excerpts outline this happening.

> Ms. Anderson explains that she has outside activities that may interfere with her plans for doing work, that at times students may have them also, and should report when they cannot complete homework as planned . . . She asks students why they sometimes do not turn in homework. They respond that they forget, lose interest, think teacher might forget to ask, etc. Ms. Anderson asks them to write a tall tale excuse in 25 words or less. She offers students an example . . . (Field notes, 9/28/79: 4)

Also, Ms. Anderson explained the tall tale activity in her journal.

> Friday a.m. I went over the list of unfinished work--which only involves a few students at this point. Then we talked about excuses--both valid and invalid--that a student might have for unfinished work. I gave them an example of a tall-tale excuse a student might give--"I flew to Florida with my dad last night and when we were flying back the plane crashed--after we'd bailed out safely--and my homework burned up in the crash!" There were about eight minutes left in the class and the students were told to write a tall tale excuse in 25 words or less and to bring it to class for sharing in the p.m. Some were frustrated by the 25 words or less part of the task, but most managed to do it. (Journal, 9/28/79)

The second "filler", Weird Writing, in which groups of four students, in turn, initiated and completed short stories, Ms. Anderson introduced to complete twenty remaining minutes of another class period. She explained procedures for Weird Writing in her journal.

> Friday's writing exercise consisted of "Weird Writing". (One student starts a story--after three minutes papers are exchanged and another student writes for two-three minutes--then another exchange--and finally a fourth exchange) . . . Unfortunately there was only time for two or three of the papers to be read aloud by the students who had initiated the stories. (Journal, 10/14/79)

Field notes also describe Weird Writing.

> Ms. Anderson asks students to have paper and pencil only on the tables, put all else away. She tells them that they will do "weird writing", . . . "You may want to write a Halloween story." . . . She explains procedures for switching papers after 2 or 3 minutes of writing each time. Ms. Anderson tells students they have only about 20 minutes until the end of the class period, that their stories could be made up, or taken from themes they have already written . . . (Field notes, 10/12/79: 4)

A third "filler", or "quickie" that Ms. Anderson listed was Why I Deserve a Trip. In this occasion for writing, students wrote in twenty-five words or less why they deserved a vacation trip to Disney World. Ms. Anderson summarized this activity in her journal.

> One of the students in my class won a trip to Disney World and is there this week. As a "quickie" when the class had been discussing Bob's good fortune, I had the students write--in 25 words or less--why they each deserved such a trip. Then they had fun sharing the results orally. (Journal, 12/7/79)

In contrast to unpredictable availability of time that sometimes occurred within time slots for writing during the first half of the school year, unpredictable constrictions of time slots often occurred during the second half of the school year. These constrictions, or interruptions, repeatedly frustrated Ms. Anderson's plans for enacting longer writing projects.

Interruptions in the Established Schedule

Frequent interruptions, due to various causes such as public address announcements, assemblies, and fire drills, restricted small segments of time remaining for formal writing activities.

Ms. Anderson's curricular plans, based upon developmental needs of students, evolved from short, one or two day beginning-of-year writing activities, e.g., Diary Page, to an ongoing series of week-long theme assignments, e.g., Something Old, to end-of-year activities that took several weeks to complete, e.g., A City of the World research project. Both the "solidified schedule" Ms. Anderson announced and the many and varied interruptions to the "solidified schedule" she identified or acknowledged, especially constrained the planning and carrying out of longer and more complex end-of-year writing projects.

As Ms. Anderson and students attempted to complete A City of the World research project, for example, and preparatory Library Research Skills activities, tasks that took several weeks to complete, they experienced a variety of interruptions that prompted continued postponements and modifications of their plans (Field notes, 1/22/80 - 3/12/80).

In her journal Ms. Anderson reported the different types of interruptions as she attempted to schedule library time for students to research their topics. Interruptions during one week included the dismissal of students for a day because of a broken watermain, school assemblies, and a film showing.

> Awakened this a.m. to find that all W.S. schools were closed due to a broken watermain . . . When I got to school I found more things had happened since last Thursday (when Mr. Hathaway and I set this week's schedule) that will affect the amount of time the students will have for working on research. Last Thursday my schedule for blocks of time in the library this week looked like this--
>
> Tues. a.m. - 45 min. p.m. - 60 min.
> Wed. a.m. - 45 min. p.m. - 45 min.
> Fri. a.m. - 45 min.
>
> TOTAL --- 4 hours
>
> Now with school being canceled today and finding that two assemblies and a movie have been scheduled, our library time looks like this--
>
> Tues. a.m. - 0 min. p.m. - 30 min.
> Wed. a.m. - 30 min. p.m. - 45 min.
> Fri. a.m. - 30 min.
>
> TOTAL --- 2 hours, 15 minutes
>
> Unfortunately, such short blocks of time give the students very little time to actually work after they have found the material they can use. I don't know who gets the most frustrated at such times--them or me! (Journal, 2/11/80)

In a taped interview during which the participant observer asked Ms. Anderson to describe different occasions when she changed her plans, Ms. Anderson explained in detail interruptions cited in her journal.

> Interviewer: I know you mentioned different times when you have had to change your plan. Could you elaborate on some of those things that have happened, or what that does to your lesson?
>
> Ms. Anderson: Today, not having school, we were going to start the research paper, and today I was going to give them topics--so that tomorrow, when they came into class the first thing in the morning, we were going to zoom right to the library. Because they have had all the introduction they need about using the card catalogue and Readers' Guide, I was also going to give them a sheet today that was an outline of the various things that they should search for on their topic, so I thought we would rush right in there tomorrow, and then we would also go tomorrow afternoon. So that would give them 45 minutes tomorrow morning, and an hour tomorrow afternoon to work on it. Well, now, there's no school today. So that means tomorrow morning I will have to do what I was going to do this afternoon. But that class is 15 minutes shorter tomorrow morning than today's would have been. So that means that either I'm not going to finish and have to delay some 'til the afternoon, or I am going to squeeze it together and not do as good a job at it. Then I found out that there's also

> going to be an assembly tomorrow afternoon, which wasn't on the schedule when we called and asked, as we made our plans into the future of this week. So that means that tomorrow afternoon they won't have the length of time in the library I had planned to have, so it looks like what is going to happen now is that tomorrow morning I will do what I would have done today, and tomorrow afternoon they will get a smattering--they will hardly have time to locate any information. I try not to let them check out more than one item or two at the most because some of the things that they will want to check out will have information on the things that somebody else will use, and we just don't have that kind of material, and this is frustrating for them. They find things and they want to take it. Wednesday, they can go twice, but Thursday we won't be able to go at all. Friday I just found out I won't be able to go at all because the movie, Miss Jane Pittman, is here. J_____ likes the kids to see it. I thought they had seen it in the fall. They assure me they haven't. So since it's going to be on--it's a two hour film--Friday is the only time we can do it. Instead of having about 3 hours during the week that I planned, they're going to end up with 1 hour and 20 minutes. So these things I have no control over--I could say we wouldn't see the movie on Friday. But it ties into so well with what we studied in the fall. We were studying the different races, how people are alike and different. (Interview-taped, 2/11/80)

Even though Ms. Anderson perceived that she had no control over the interruptions, she coped with lost time by planning, with regret, to omit final oral reading and discussion of the completed assignment papers (A City of the World booklets) in order to finish the project by the end of the third marking period. She shared her revised plan in an interview with the participant observer:

> Interviewer: To condense what you've done, what are you going to take out, or are you just going to take everything and . . .
>
> Ms. Anderson (Teacher): That's my frustration. Probably one of the first things that are going to be left out is the opportunity for the kids to read orally what they've . . . as I think about that it's one thing obviously . . . one thing that can wait. The papers that are returned to them will be in their folder for the nine weeks, or seven. So those could be just set aside. I think it's more appropriate to do it when you return the assignment and the kids are still excited about the assignment. Though there are several other papers that are being returned we probably won't have time to discuss. What it comes down to is setting priorities . . . . (Transcript of taped interview, 2/11/80)

Another way Ms. Anderson coped with interruptions was to structure writing activities, and to communicate that structure to her students. She reported these strategies also in the taped interview.

> Interviewer: . . . How do the children affect what you plan to do?
> Ms. Anderson (Teacher): I have to be much more organized and much more structured than I would like to be. I feel that if I'm not structured about it, that because there are disruptions that go on, there has to be structures so that those kids that are listening have an outline in their head at least of what's happening. And if I don't have an outline in my head with disruptions and all, I completely forget what I'm doing. . . . (Transcript of taped interview, 2/11/80)

In particular, when Ms. Anderson anticipated her own absence as a potential interruption to her plans, she communicated its structure, an outline of her plans, to students, and expected them to carry on nonetheless. Field note excerpts describe how she outlined her plans to them.

> 9:18 a.m. Ms. Anderson: "Will you sit down, please?" (Students seat themselves, are quiet)
>
> 9:19 a.m. (Low level of talking) Ms. Anderson explains to students that she picked up their outlines yesterday (Ms. Anderson informed me that she was absent yesterday with her cold-allergy).
>
> 9:20 a.m. Todd, in SW corner, is reading. Ms. Anderson tells students that her husband was furious that she is here at school at all today. She tells them that she will give them a schedule of what will be happening in case she is out of school again, and that they are responsible for adhering to it whether she's here or not. . . . (Field notes, 2/26/80)

Interruptions not only frustrated or constricted Ms. Anderson's plans for enacting longer projects, such as the research theme, which had an end of marking period deadline, but also served to extend an initially shorter end-of-year project, the simulation game called Right Is Write. As students engaged in professional roles of writers, agents, editors and publishers, and collaborated to complete stories for publication, they encountered various types of interruptions, for example, a fire drill, public address announcements, assemblies, teacher illness and year-end placement tests. Right Is Write, designed to be explained and enacted within one period of three hours, actually took about a month to

complete. Ms. Anderson originally planned to have students enact the game during the fourth marking period of the school year, within one time block of 2½ hours and another time block of one hour. She had to fit her plans within the limitations of the school schedule and make special arrangements with her teammate for the longer time blocks. A journal entry and field notes describe her thoughts, or plans for the activity.

> I first discovered this game 7 or 8 years ago when I saw it reviewed in Learning Magazine - and I had our department chair order it. I used it for two or three years and then it disappeared - but was finally found again this year . . . To do the game successfully I feel it is best to have a long block of time (2-3 hours) on the day it is started. Then it usually takes at least one more 1 hour class period to finish it up. (Journal, 5/2/80)

> Ms. Anderson says that this simulation activity should take place every 9 weeks. She feels that it is asking much of a teammate to give up the flexibility of being able to change classes in the middle of the morning or afternoon, because she needs at least one half day for the activity. (Field notes, 5/2/80: 9:50 a.m.)

Because the time she had planned for introducing the game the day before its actual enactment was cut short, she took time from the two and one-half hour time block she had arranged for enacting the game to complete her explanations. In a videotaped commentary we read:

> Ms. Anderson: "I'm up here. It is time to start. I had hoped that yesterday I would have time to give you further instructions, but as it was, we only had about 5 minutes, so that means we're going to take about 15-20 minutes this morning to go over exactly what is to be done, and then the whole rest of the morning you'll be doing something. Originally I had planned that we would do this activity and finish it this morning, but now that we're getting a late start, I'm not sure whether we'll be able to do that." (Videotape commentary, 5/2/80: 1-229)

During the second one hour time block, Ms. Anderson and her students experienced interruptions of a fire drill and PA announcements. Ms. Anderson noted them in her journal.

> Today an hour had been set aside for each class in order to complete the Right Is Write simulation. About 20 minutes was lost for the first group when we all had to leave the building because someone pulled the fire alarm! Even after we got back into the room and tried to

> start working, there were several more interruptions over the PA system. (Journal, 5/6 /80)

Ms. Anderson realized these several interruptions not only as constraints, but also as opportunities for stimulating student writing. Videotape commentary illustrates one of the interruptions and a consequent interaction between teacher and student:

> P.A.: "Attention, please. There will be no assembly for the eight grade. You go on to your classes." (Announcement is repeated)
>
> Agent: "I want to write a story. None of my writers are gonna let me sell anything."
>
> Ms. Anderson: "Write a story about all of our interruptions."
> Agent: "Thank you!" (Videotape commentary, 5/6/80: 1-370)

Constrained by illness and the press of other activities, Ms. Anderson did not complete the Right Is Write project, however, until four weeks after its inception. Journal entries explain some of these end of year constraints. For example, Ms. Anderson accommodated writing activities into the schedule; the schedule did not accommodate writing activities.

> The last six-seven weeks of school always seem so rushed. All the things that needed to be done and haven't been touched have to be worked into the schedule. At the same time all the things I wanted to do and didn't get to yet I'm trying to work into the remaining time span. One of the things I most wanted to do we did do Friday--that is, to do a simulation publishing game called Right Is Write. (Journal, 5/2/80)

Also, teacher illness delayed for two weeks feedback for Right Is Write stories.

> Developed one of my Spring "allergy-type" colds--so that has put me behind in everything else. The kids have been bugging me for the results of Right Is Write--and I think I finally have it all set now so that the winning work can be put on ditto for distributing by mid-week. (Journal, 5/16/80)

Again, more assemblies and, as in the beginning of the year, the imposition of reading and spelling tests caused Ms. Anderson and Mr. Hathaway to change their plans.

> Now that the end of the year is fast approaching there are more frequent assemblies--or kids being pulled out by performing groups to

> visit other schools. Also there are year-end placement tests in spelling, ICRT in reading, etc. And June 3 we leave for four days of camping--and that by itself keeps us busy planning periods! (Journal, 5/16/80)

Finally, after two more weeks of interruptions, Ms. Anderson shared results of Right Is Write:

> This week I gave the students dittoed copies of the "winning works" from the Right Is Write game. They were delighted! My own personal feeling is that those writings were good considering the amount of time spent on them--but the quality does not begin to measure up to the quality of writings which they worked on for several days (i.e., weekly themes.) (Journal, 5/30/80).

Summary of Constraints on the Teaching of Writing and the Teacher's Responses to Them

Constraints of space and students Ms. Anderson only partially alleviated. She relieved crowded writing workspace in the classroom by providing tables, and made available additional space outside the classroom for exploring resources and for evaluating the writing of others (e.g., the library, A City of the World for research report activities; and school hallways, for Following Directions activities). Problems that numbers of students presented, that is, lack of sufficient individualized attention to both processes and products of writing, Ms. Anderson reduced by providing teacher aides, opportunities for peer assistance, and parent aides.

Constraints of imposed lesson content, class schedules and interruptions in established schedules she perceived, for the most part, as beyond her control. She replanned her writing activities, however, not only to flexibly accommodate imposed content, scheduling constraints and sudden schedule changes or interruptions, but also to transcend them. Despite formidable barriers she creatively developed writing curricula in accord with ongoing student needs and interesst to ensure that each student experienced success. See Figure 3 also for summary of constraints and the teacher's response to them.

Summary of the Creation and Implementation of a Writing Curriculum

In sum, this chapter describes one teacher's aims and methods for creating and implementing a writing curriculum, how she involved students in different aspects of the emerging curriculum, and how she responded to different types of constraints to curriculum enactment that she encountered during the school year. The next chapter draws together various key findings; explains their significance; and suggests directions for educators to take as they create writing curricula, and questions for researchers to investigate, particularly in multiple middle school situations.

CHAPTER IV

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary and Conclusions

In my introduction for this study I identified its purpose as that of describing and explaining the writing curriculum of a class of entering middle school students during one school year.

As guides to achieve the purpose of the study, I identified the following: curricular components that would be included in the study's explanation and description, namely, "selection and organization, instruction in and evaluation of writing activities"; a working definition of curriculum, namely,

> curriculum is an evolving program of learning opportunities based in varying proportions on predetermined educational goals/academic content, the needs and interests of the learner, and values and problems of school and of society.

and four exploratory questions listed in Chapter I, and reiterated in Chapter III.

As methods to achieve this purposed of describing and explaining the writing curriculum I expressed my intent to use two, or possibly three interpretations aimed toward an understanding of "both the offical or formal writing curriculum, and the hidden or informal curriculum of the classroom and school", that is,

> first, an identification and description of curricular activities or events and the relation of these events to one another; second, the interpretation of social meanings of events from the viewpoints of participants, or insiders, and third, relation of such events to external considerations, e.g., theories from the social sciences, current trends, historical and philosophical factors.

Description and Explanation

The four exploratory questions were explicitly addressed, and each set of findings summarized in Chapter III. Tables 2, 2a, 2b, and 2c in Chapter III, and explanations of these tables help to sum up the first type of interpretation--identification and description of writing events, and the relation of these events to one another.

Insiders' Interpretations

Insider's interpretations, particularly those of the teacher, can be found especially in journal and interview excerpts throughout the four sections of Chapter III (see also autobiography of Ms. Anderson, Appendix H).

As insider, the teacher expected students to experience success in their writing endeavors. She used many strategies to ensure success experiences for each student. These strategies include the following: ongoing monitoring of student performance (evaluation); ongoing revisions and adaptations of her plans in view of student performance, as well as external constraints that impinged upon her plans (selection and organization); presenting her own models, not for mere imitation, but as stimuli for student ideas for content development, and as guides for student formating and processing of their own writing activities (instruction). The strategies demonstrate ways that she structured curricular components--evaluation, selection and organization, and instruction, as integral parts of an evolving program of learning opportunities.

Another curricular success strategy was that of providing opportunities for action-oriented activities. Ms. Anderson facilitated students' involvement in writing activities by allowing them to explore library resources and other resources of their choosing--print, people, media, and hands-on resources; by affording student opportunities to share written products visually and aurally, and to address different audiences, for example, self, teacher, peers, parents and

target interest groups, both imaginary and real, proximate and remote; and by arranging for different person resources to evaluate writing activities, for example, students' evaluation of their own writings; parent, teacher and peer evaluation of and students' writings; students' evaluation of teacher writings.

As insiders, students expressed a range of responses to the writing activities Ms. Anderson introduced to them. They included boredom and fatigue (e.g., spelling pretest), and occasional frustration (e.g., Right Is Write, Archaeological Dig), but more often experienced a sense of enjoyment, fun and excitement (e.g., Original Magazine, My Age, Right Is Write, Debate Notes and Archaeological Dig activities). In general, students were receptive to directives from the teacher (e.g. Following Directions, Sentence Writing activities), expended efforts to work cooperatively in small groups (e.g. Tasaday Letters, Guess Who's Coming to Dinner?, Library Research Skills activities), and welcomed opportunities to serve as an audience for their own writings as well as for writings of their peers. (e.g., Book Summary, This Is My Life booklet, Original Magazines, Guess Who's Coming to Dinner? presentations from notes and drawings).

Because what educators profess, e.g., beliefs, policies, procedures followed as bases for action do not always correspond to what they practice, or, because goals stated and goals pursued are not always congruent, and because proposed alternative goals often suggest changes in pedagogy, it is helpful to examine relations of theory to practice. Questions such as, "What are the teacher's beliefs? the school's policies? and, "How do these beliefs and policies interrelate with school and classroom practices?" are important to curricular inquiry.

External Considerations

From the third type of interpretation, the relating of events to external considerations, the teacher's views, and school and classroom practices are

examined from the viewpoints of the three curricular theories described in Chapter I, namely, reproductive, constructive, and reconstructive.

Reproductive Perspective

The reproductive perspective centers on "top down" or predetermined subject matter and predictable outcomes. The district and school imposed testing programs and lists of Common Writings, and Objectives characterize this perspective. Implementation of the Spelling Program, for example, required an initial 240 word dictation that the school expected students to list in written form. After several subsequent dictations of twenty words or placement tests, students, placed in ability groupings for spelling classes, studied spelling words in a spelling class separate from that of communication arts. Neither teacher nor students had a voice in selection of spelling lists, which students studied in isolation from the contexts of sentences or compositions.

Ms. Anderson taught skills lessons from required lists of Common Writings, and writing objectives, often in isolation from, or separate from, larger creative or experience-based projects for which she considered certain skill acquisitions a prerequisite.

Constructive Perspective

The constructive perspective centers on students and their needs and interests, with the teacher serving as a guide. Ms. Anderson provided students with exploratory learning-by-doing experiences particularly in "topics" writing activities (see Figure 2). Ms. Anderson selected "topics" or themes, and longer writing projects based upon students' ongoing needs for success experiences, (experiences that would foster their development or growth, not only intellectual, but also physical, social and emotional). She provided opportunities for them to experience success based on their current abilities and skills, and

based in the interests she stimulated. For example, the Diary Page assignment helped students become aware of the feelings or emotions they experienced during the first few days of exploring the environment of a school new to them; the This Is My Life booklets offered students opportunities to fulfill social needs to share important aspects of their lives and to become better acquainted with, and to express appreciation for, the writing of others; and themes, Something Old and My Age, for instance, with emphases on revising and editing, became means to help students order and revise, or clarify their thinking about a topic or an idea.

Ms. Anderson not only pre-selected activities, but also continued to organize writing activities throughout the school year with students' developing needs and interests in view. She sequenced and built one writing activity upon another. She provided opportunities for students to apply writing skills introduced in separate lessons to activities of longer projects based in a wider scope of student experiences. For example, Ms. Anderson asked students to apply separately taught Sentence Writing skills to processes of creating caption sentences for their illustrated This Is My Life booklets; students applied skills of Writing Conversation and descriptive theme writing to processes of writing stories included in their Original Magazines; and students applied Library Research Skills to processes of researching A City of the World.

Acting as guide, or facilitator, Ms. Anderson gave directives to students, fielded questions, reviewed her expectations, set due dates, and explained criteria for evaluating written products. Acting as a model, she shared with them her experiences in processes of writing as well as in what she wrote.

Ms. Anderson provided opportunities for students to explore teacher as well as learner roles. As "teachers", students demonstrated for one another skills of brainstorming. They generated lists of feelings they had recently experienced (Diary Page); displayed skills of editing a draft that Ms. Anderson had written

(Following Directions); and exhibited early completed projects (This Is My Life booklets) that served as models and as incentives for other students to complete their own projects.

As "learners", students engaged in different types of exploratory activities, such as touring the school building (Following Directions activity), searching magazines for pictures about which they would write caption sentences (This Is My Life booklets); clarifying ideas evolving from small group discussions in the school library about people of another culture (Tasaday Letters simulation); uncovering written resources and artifacts hidden in a local park (Archaeological Dig simulation); searching for "something old" at home (Something Old theme); investigating library, print and media resources (A City of the World research project); and visiting "offices" of "editors" and "publishers" (Right Is Write simulation).

As Ms. Anderson evaluated or assessed student performance in writing activities she considered individual needs. She centered her attention on students, on their abilities and interests. She did not expect totally predictable or fixed outcomes. She predetermined, or predicted formats students would use, for example, booklet, outline or table of contents, theme, letter, and short story, but within boundaries of format students freely generated their own ideas, and developed their ideas in creative or imaginative writing on topics and/or subtopics of their choosing.

Ms. Anderson used a skills lesson, or extant subject matter as a tool. She taught skills lessons, but in the context of projects in which she found students lacking in writing skills. For key incidents of these "skills" lessons or activities, see Figure 2. For example, school objectives required that students achieve skills in punctuating dialogue. Ms. Anderson introduced to students skills in conversation writing to prepare them for creating dialogue for short storied they

wrote and incorporated in their Original Magazines. She also followed up her evaluation of the Original Magazines with a pretest in writing conversation. She used student performance in both short stories and pretest as a basis for assigning students to appropriate materials for helping them acquire the skills they lacked. So, as in the Magazine project, Ms. Anderson related skills or imposed content to larger writing activities introduced in the contexts of students' experiences.

Consequently, Ms. Anderson's writing curriculum, in contrast to the fixed outcomes emphasis, or the reproductive perspective of Ralph Tyler, closely matched curriculum expressed in the experience-based emphasis, or constructive perspective of John Dewey and of middle school. The Deweyan, or constructive approach, is based in the interests and experiences of students, and is designed to foster students' emotional, social and intellectual growth. Dewey and the middle school advocated, and Ms. Anderson employed, exploratory experiences, use of skills and subject matter content as tools for writing; and use of a variety of material resources. Ms. Anderson also discussed with students and invited them to participate in deciding both the processes of writing, and the content of their writings. She involved students in decision-making, in "learning by doing" and in interdisciplinary projects. She also acted as guide and worked with students according to their individual needs. The curriculum evolved according to students' emerging growth patterns as students discussed, wrote about, and shared their feelings and ideas (Corl, 1981; Ozmon & Craver, 1981).

Reconstructive Perspective

The reconstructive perspective centers on critical reflection and discourse, and action aimed at transforming oppressive or unjust societal practices. Teachers, for example, would manifest this perspective in the following ways: they would explain the arguments for critical discourse and their commitment to

it; they would model skills of discourse; they would stimulate students to be aware of different ideological points of view; and in ongoing discussions, they would encourage them to be active participators, to question assumptions and to evaluate arguments. (Cherryholmes, 1982)

Although the writing curriculum of Ms. Anderson manifested some characteristics of the reconstructive perspective, interactions in the sixth-grade classroom did not manifest one or more of its essential elements, for example, evidence of an ongoing dialectical process dealing with issues of social justice, and evidence that Ms. Anderson consciously expressed her commitment to the reconstructive approach. Ms. Anderson did, however, create one or more conditions conductive to the social criticism and social action approach, that is, toward meeting requirements for classroom discourse (Cherryholmes, 1978). For example, she promoted non-authoritarian, or symmetrical small group discussions about social issues, particularly in social-studies writing activities--in the Tasaday Letters and Debate Notes activities, for instance.

In the Tasaday Letters simulation students engaged in small group discussions to dialogue and write about the advantages and disadvantages of introducing "aid" to members of a culture different from their own, the latent consequences of proposed aid--of whether or not the social reality of the other culture should be changed, that is, question of valuing the mores of their own society over that of another. Students acted for or against proposed changes by letter writing, albeit, simulated.

On the basis of their Debate Notes students dialogued about a proposed scheduling change, lengthening the school day. They also proposed changes in the intramural program. Ms. Anderson suggested that they take action--bring their ideas for change to the Physical Education Department. Students also proposed additional debates weekly, dealing with issues of wider social interest,

for example, inflation, energy, presidential election issues/candidates (Journal, 4/18/80 & 4/25/80). Debate Notes and other social studies writing activities at least initiated opportunities for ongoing discussion, and social action for transforming unjust social structure.

Relationships of the Three Perspectives

Although this study analyzed Ms. Anderson's curriculum from each of three separate perspectives, curriculum components are "interdependent, interrelated, and embedded in ongoing negotiations among participants." (see Chapter I) Consequently, an attempt here is made to describe or summarize the relationships of the three perspectives.

"Topics" writing activities, particularly the longer Original Magazine project, which focused on student interests; the A City of the World research project, which focused on exploratory action- oriented activities; and the Right Is Write simulation game, which fostered small group interactions, were typically constructive. Students, with teacher guidance, selected topics for these projects, discussed, wrote about and revised their ideas. The extended nature of the projects was suitable to large time blocks, so as not to interrupt individual explorations and collaborative activities of students. As they became involved in "topics" writing activities, frustrations that teacher and students experienced when confronted with small time slots pointed out the need for longer time blocks more appropriate for the constructive approach to curriculum making.

Although Ms. Anderson's writing curriculum can be typified as constructive, a case can be made that it also has vestiges of reproductive and reconstructive characteristics. For instance, although Ms. Anderson integrated "skills" activities (e.g., sentence construction and punctuation) with "topics" activities (see again, Figure 2), she often first separated them out, or isolated

them from "topics" activities. "Skills" activities, however, served as bases for her entire curriculum. Her curricular goal, that each student experience success, was predicated on student familiarity with "skills" or skills objectives needed to complete larger projects, or "topics" activities. If observers analyzed only skills lessons, or if whole contexts of writing activities were not examined, they might judge the writing curriculum as merely reproductive.

Although evidence of reconstructive characteristics was mostly lacking, constructive activities suggested opportunities for social criticism/action. For example, in open-ended themes on any topic, in interviews and stories for Original Magazines, and in stories for Right Is Write, students had opportunities to dialogue and to write about issues of concern to them, or about conflicts in their life experiences. These activities could easily lead them to write about and critique mores of their culture and take action to effect social change. For example, when Ms. Anderson suggested that a student write about the several interruptions that had caused frustration to both her and her students, in oral and written discourse they could together have explored possible reasons for the interruptions, critiqued these reasons orally and in writing, and possibly taken action to minimize the interruptions, if the interruptions were not justified.

Because social-studies projects focused on values, small group discussions and decision-making about social issues affecting large numbers of persons, "social studies" projects more so than "topics" projects tended to reflect characteristics of the reconstructive perspective (Banks, 1974, 1981). Because social-studies projects stimulated thinking, social studies became a particularly appropriate discipline in which to integrate writing, that is, writing that Moffett (1979, p. 278) defined as a "revision of inner speech," or "thinking, manifested in a verbal way."

In the interdisciplinary writing projects that Ms. Anderson introduced to her students, they had opportunity to "work in the gap between thought and speech" (Moffett, 1979, p. 278)--to practice in both speech and writing many of the decision-making skills Banks identified in his model of the decision-making process for social studies and multiethnic education activities (1974, p. 497; 1981, p. 111). In the process of making decisions students had opportunities to think dialectically, or critically--to examine information through different frames of reference, to acknowledge relations between theory and "facts", or "to make problematic what has hitherto been treated as given." (Giroux, 1978, p. 299). Opportunities for decision-making and for examining assumed norms from different frames of reference appeared in social-studies writing activities Ms. Anderson introduced. They included the following: in the Graph Questions activity students collected opinions on a topic of their choosing from one hundred persons, and stimulated reflection on results of their surveys through question writing; in the Tasaday Letters project students studied alternative life styles, values and norms, considered consequences of living them out as compared to living out their own, thus looked at their assumed way of living from a different frame of reference; in the Guess Who's Coming to Dinner? project, students set priorities, made individual decision, resolved conflicts in the process of making group decisions, and shared results of their planning with an audience of peers; in the Debate Notes activity, students compared alternative positions on controversial issues and argued rationales for their positions, and Ms. Anderson proposed that they take action to further their value perspectives; and, in the Archaeological Dig activity, students described alternative cultures and ways of living, including the invention of an alphabet and a language, and stimulated peer inquiry or dialogue about their proposed

alternative way of life and its consequences by creating artifacts of the alternative cultures.

This study raises questions of methodology as well as of content. Three separately developed methologies may best capture manifestations of the three curricular approaches. For example, comparisons of pre- and post-tests measuring achievement of predetermined skills may best aid in discovering a reproductive approach; methods of participant observation, as in that of the present study, may best identify the constructive approach; and a combination of methods yet to be conceived, for example, analyses of discourse, oral and written (e.g., letters suggesting school reforms), as well as ethnographic methods, may best capture elements of the reconstructive approach.

Because researchers have not done direct studies to identify the reconstructive (social criticism and action) approach in the classroom (Orimoloye, 1983), they might begin by seeking out and studying teachers who explicitly use this approach to discover appropriate methodologies and to indicate better what the practices of this approach look like, before doing additional studies on teachers from multiple theoretical perspectives. Otherwise, as possible in the case of this study, the method used may be more appropriate for identifying elements of one perspective rather than another. For example, we do not know if the teacher actually did not explicitly commit herself to the reconstructive approach, or if the methods used failed to pick up evidence of such a commitment.

Significance of Findings and Their Implications for Education

This description and analysis of curriculum development in writing has significance and implications for education--for teachers, administrators and researchers. Findings, in response to the four exploratory questions, point out,

for example, alternative models for the what and the how of teaching writing, and identify likely constraints to curriculum development, and ways teachers and administrators might deal with these constraints as they develop their own curricula and school policies.

Findings concerning the what of the writing curriculum, show that the teacher selected writing activities according to her primary aim, that each student experience success. Although she primarly focused on students' developmental growth by introducing experiential-based activities, she did not neglect the technical aspects of writing, or writing skills, but incorporated them as prerequisites for success in experiential-based "topics" projects and in interdisciplinary "social studies" projects.

The teacher did not entirely predetermine outcomes of the projects she selected--she allowed for unexpected outcomes or creative responses. She encouraged students' involvement in multiple aspects of curriculum development; she encouraged them to confidently express their opinions and feelings in both processes and products of writing. Because of this, although her primary goal was not to stimulate awareness of social injustices and action to transform unjust social structures, she did set up conditions potentially conducive to a reconstructive approach to curriculum development--empowered students to reflect and act upon their environment, rather than be merely passive recipients of knowledge.

Descriptions of the how of the writing curriculum, not only illustrate how the teacher implemented her curriculum, but also that she related the how to the what of curriculum, that is, as she devised ways to meet student needs for success experiences she became an independent implementer of curricular activities as well as an independent curriculum developer. The description of

Ms. Anderson's writing curriculum illustrates how she dealt effectively with five curricular problems that Tiedt & Tiedt (1975) pointed out for teachers to consider (see Chapter I for listing of problems). First, she developed a sequence of activities based ongoing assessment of students' needs and interests; second, she integrated writing skills within the total writing curriculum; third, she explained her goals or reasons for teaching composition; fourth, she used positive and manageable approaches to evaluation that encouraged students to continue improving their writing and simplified evaluation work for her as a teacher; and last, although writing is admittedly a complex skill to learn, Ms. Anderson allowed the researcher to examine and describe, and in realistic terms, how she developed and implemented her writing curriculum, thus making possible an alternative model for other teachers to consider for developing their curricula.

This description of the how teaching writing responds to a need that Graves (1981) proposed for the present decade, that researchers focus on the actual process of teaching writing. He noted that in the past researchers have focused mainly on experimental designs, studies of the correct stimuli for writing, evaluations of written products, exercises to develop sentence complexity, and on students and their development as writers, but neglected study of the teaching process.

Graves also proposed questions for the researcher to which this study responds, namely, how the teacher helps students to help their peers with writing; how she organizes the classroom so that students can take more responsibility for their writing, an identification of types of writing that the teacher introduces, or models; and a tracing of the patterns of time that the teacher provides for writing.

Thornburg (1982) suggests that researchers must describe educational practices in terms of behavioral needs of early adolescents if research is to be of

value to middle school educators. Then educators may have better access to information for deciding what organizational structures are best for early adolescents, and for identifying characteristics that make middle-school programs work. This study describes, particularly from the teacher's viewpoint, the characteristics that make her writing program work, how the behavior of her early adolescent students provides the continuous feedback she uses to decide writing projects and to develop the organizational stuctures that best suit their needs and interests.

Moffett (1979) describes, or defines writing according to ascending levels of meaning, according to the amount of authoring that occurs. The "lower" definitions -- lettering, spelling and punctuation, copying, paraphrasing, and constructing good sentences and paragraphs -- emphasize form over content. The "highest" definition, which constitutes authentic authoring,--an expression of students' original ideas, which they have synthesized for themselves, revised their inner speech, -- emphasizes students' evolving ideas, or content over imposed forms. Moffett asserts that writing consists of all of his levels of definition, and that all definitions apply at once to all stages of growth. On the one hand, he stated that too often the highest level of activity is lopped off, that teachers emphasized language forms to the exclusion of thought, or expressions of original ideas. On the other hand, Uehara (1978) noted that when she advocates a "language experience" approach, one that emphasizes evolvement of student thinking and creativity, teachers respond that they need programs more definitive in skills development, or in language forms.

This study's description of the <u>how</u> of teaching writing traces how the teacher emphasized "thinking, manifested in a verbal way" (Moffett, 1979, p. 178) (e.g., drafting and revising creative themes and stories, as in, <u>Something Old</u> and <u>Me: Now and Then</u> themes; <u>Diary Page</u> about feelings and other "topics" and

"social studies" writing activities) throughout the school year, without sacrificing "skills" emphases, (e.g., book reports, sentence writing, spelling tests). She then extended learnings to interdisciplinary, or social-studies activities. Ms. Anderson emphasized and interwove both opportunities to express original ideas and to develop "mechanical" skills throughout the curricular areas for which she accepted responsibility.

An investigation of the students' role, indicates that, in general, insofar as students moved from passive to active roles, became more actively involved in different aspects of curriculum development, and were invited by the teacher to share different aspects of her role with them, they expended effort, enjoyed and learned from processes of writing, from modeling, and from sharing their writings with their peers as well as with their teacher. In other words, students experienced success in writing as they took more active roles in the writing process, or in curriculum development.

An investigation of the obstacles Ms. Anderson and her students encountered as they enacted the writing curriculum reveals that Ms. Anderson at least partially transcended the constraints the school and the school district imposed on her plans, or transformed them into opportunities for reaching her primary goals--that students experience success and expend their best efforts. They reached toward these goals particularly by developing their skills in writing; by thinking and writing, by rethinking and revising writing creatively; and by applying what they learned to another discipline, that is, social studies.

DeFord and Harste (1982) point out that classrooms offer constraints as well as potentials that affect writing curricula. This study identifies such constraints, which both beginning and experiences teachers must take into account as they plan and enact their curricula. Ms. Anderson's actions show that teachers needn't be powerless, that is, passively accept imposed curricular

elements. Administrators need to identify or reexamine teacher-school conflicts as a way to check if school policies or philosophies correspond with school practices, or if alternatives should be considered.

For teachers, this descriptive study provides, or demonstrates the following: ways they can freely structure (sequence and build) writing curricula to meet ongoing student needs and interests; identifications of constraint sources and ways that teachers can transcend or deal with the constraints to their curricular plans; ways that writing skills can be meaningfully integrated into the larger contexts of topical writing projects and the interdisciplinary activities of social studies; and identification of salient aspects of teacher and student roles in curriculum making. In addition, the study provides, especially to the beginning middle-school teacher, an introduction to the types of decisions writing teachers make regarding selection, organization, instruction in and evaluation of processes and products of writing. And to both teachers and administrators, it also provides stimuli to dialogue about occurring conflicts as possible indicators of discrepancies between stated philosophy and teacher beliefs, and actual policies and practices of school and classroom.

The outsiders' view, represented by the three curricular perspectives, indicates alternative (but not necessarily exclusive) approaches to education that can be considered for both philosophy and practice in school and classroom. Presentation of the three curricular perspectives on the teacher's curriculum is of value because it offers to teachers, who tend not to articulate their own philosophies, ways to describe theory in practice. It also offers alternative theories and corresponding practices as models from which teachers can select.

For the researcher, this study points out the value of articulating significant aspects of the manifest or intended writing curriculum (e.g., key

writing activities and their interrelationships as well as unintended and sometimes unanticipated aspects of writing activities (e.g., constraints to its enactment). This investigation also raises questions for the researcher about how common different types of constraints are in middle schools, and their significance, and of how teacher strategies of writing used by other middle-school teachers are related to stated curricular goals or the philosophy of middle school and that of the middle school teacher.

Because of the lack of studies similar to this one, researchers need to do additional in depth case studies of writing curricula in primary, elementary and hig schools as well as in middle school, in order to provide alternative models that teachers can reinvent or reconstruct in view of their own curricular needs. In addition, because little or no descriptive data has been gathered to identify reconstructive approaches to curriculum development, researchers need to ask questions that address elements of this approach, namely,

1. Ways that teachers describe their perspective on teaching and their commitment to it to students.
2. Existing situations that teachers bring to the attention and awareness of the students as problematic.
3. How social criticism and social action evolve through processes of oral and written discourse.

APPENDICES

APPENDIX A

DATA SAMPLES

Sorry I didn't skip a line under the title. I won't do it again! Marla

WRITING SAMPLE: THEME ON ANY TOPIC

10-10-79

Boat Parade

My family and d have a cottage at Duke Lake. We have alot of friends there.

Every summer there is a boat parade on the forth of July. you can decorate your boats, and go parading around the Lake.

My friends and d all picked in on decorating the boat. We used red, white and blue streamers to decorate the boat.

We put them them on the light, steering wheel, sides, windows and on the front.

My friend Terrie and d also put steamers on the window that spelled, forth of July!

The boat looked great, so we were ready to go.

Brett, Susie, Lesley and d dressed up in crazy clothes and sat in the back.

We were yelling at people in boats, and mean show. d bet that Dr. Orion (who was driving the boat) had a tirrific headack!

When we got home Dr. Orion told us that everyone was juged.

We WON!

Next year we all get to judge the boat parade, and be incharge of it for two years!

Combine sentences where possible

That should be exciting!

TEACHER'S JOURNAL: SAMPLE PAGE

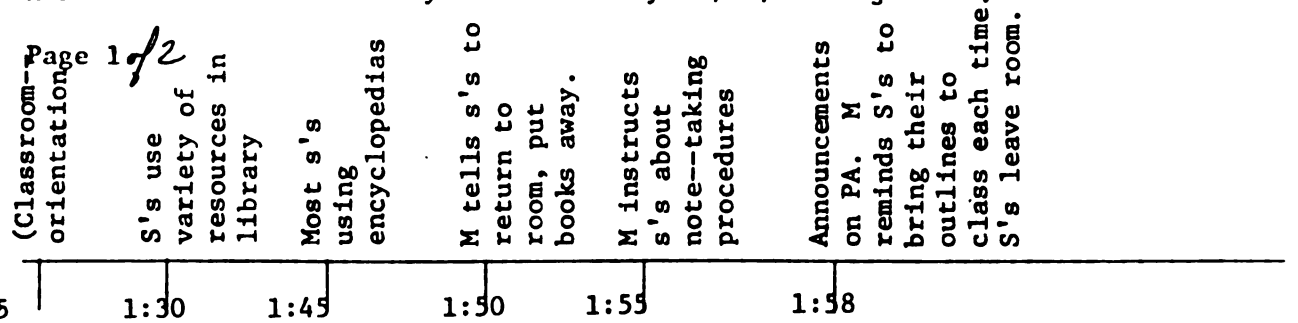
Sunday, April 13 - This week-end I've been reading over ~~for~~ the "any topic" themes which my "mother volunteers" had already corrected. I guess a general statement regarding the topics they selected would be that the majority of the themes were imaginative stories rather than essays on personal feelings or experiences. Last fall the opposite was true. I really can't think of any reason why there should be a difference unless they have simply enjoyed the stories other students have read aloud & so have decided to take the same path. I am most pleased with the relative ease with which most of them now seem to write — and very few limit themselves to one page ~~more~~ anymore. Last fall "how much" to write seemed to be a great concern. Now, most of them write until they arrive at a natural conclusion.

Because of the nature of the topic for last week — "Socrates on Physical Fitness" — most kids wrote less, but still expressed their ideas

FIELD NOTES: SAMPLE PAGE

HMS: FN: Week #22 Day 57 Tuesday 2/12/80 jm

Page 1 of 2



MN: 1:30 I arrived at the time suggested by M. Room is empty. S's are in the library. M seemed dubious about inviting me to come this morning, said she was only going to distribute assigned names of cities to s's and the outline she would develop for s's.

ON: Library: S's are mostly in central section of library. S's have outline copy. S's are using atlases , encyclopedias, card catalog, library geography books about one country.

MN: Since I seemed to have missed the beginning of the class session, I asked Tanya what had happened before I arrived. She told me that s's had assembled in the classroom for only about five minutes then had come to the library, and had been in the library about ten minutes. (Apparently the class had started about 1:15) I felt disappointed that I missed the directives M must have given s's. I had forgotten about the interview I had with M yesterday in which she said that today would be rather hectic and had probably not realized that she had given me a time different from when she then planned to start this class.

ON: 1:45 Noise level is low. Most of s's are using encyclopedias.

MN: T___ tells me that she is doing her project on Moscow, can get other information at home, says she can use the home Almanac to find population, and home dictionary table for money equivalents. She tells me that it is only a few minutes until assembly time. (There are few s's from other classes also in the library). T. . . lists her reference in the bibliography information section of her outline.

ON: 1:50 M tells s's to return to the room. S's put books away.

MN: Two vertical file drawers are sitting on round table just to the right as one enters the library.

MN: 1:54 In the classroom, M hands me an outline, says she will tell me her philosophy later.

ON: 1:54 Noise level is med-hi. S's mostly seated, some standing, talking, holding books.
1:55 M asks s's to be seated. M tells s's that now that she has observed them working, she has suggestion that would be helpful. She tells s's not to go to an article with a closed mind, e.g., to find the population first; M tells s's that they may not find the population for two weeks. . . not ever. M tells s's to read a couple of paragraphs, make notes about what they find.

INTERVIEW: SAMPLE WRITE-UP

December 4, 1979 Interview with M.

Rhoda Maxwell

M. began talking about the plan she and W. had for giving the students time in school to do their writing. They used to have study hall time, but eliminated it because so few students were actually working. It was decided to have the writing period be an hour long because M. can't get around to all of the students in 45 minutes. M. thinks that if students could plan on writing in class, especially the final copy, that they might write the rough draft on Monday and then come to the writing session with questions and M. could help them more with the process of proofreading. She does not want them to simply give her the paper to proofread for them, but for students to become more aware of what improvements could be made. As M. works with students she hopes to teach them skills in a more natural way -- as the problems come up.

In responding to my question of how work was progressing on the magazines, M. said that student interest in the project has stayed high. The students that choose a specific theme rather than have a general interest magazine seem to enjoy it more because they have a topic they are very interested in.

I asked M. if she were emphasizing writing about the same amount as last year. She thinks she is teaching about the same, but is much more aware of the writing now because of the Study. She didn't think of all the preliminary writing as "writing" before -- thought only of the finished products as actual writing.

Thinking ahead in her planning, M. explained how she would be teaching individual skills soon. She stresses punctuation of written conversation as that is an objective designated for sixth grade and, also, she wants students to include dialogue in their stories. M. will use a pretest to decide if which students need review in this particular skill. Later she will be teaching students how to write a bibliography.

I asked M. to explain more about the teaching of individual skills. M. uses several books and some ditto sheets for the material to teach different skills to different students. She has never found a kit of writing skills she likes as the students have too wide a range of abilities to be able to use one kit. The "Black Book" (the sixth grade English text) has very clear examples but some students can't handle the vocabulary so M. has to find the right reading level for each student as well as the skill he or she needs to work on. To accomplish this, she has keyed all of the available text books to the various skills and reading levels. When students work on the skills she assigns book pages and dittos applicable to each student.

SAMPLE OF VIDEOTAPE COMMENTARY

From writing activity, Right Is Write, 5/2/80, P.M., Tape #5

847 - Writer: "How do you spell "two"?

Ken (Agent): "T-w-o." (Ken spells "turned" for writer. Second writer asks Ken for spelling of "soldier.")

Ken: "Let me look it up to make sure...Forget about Orban. Just write."...

First writer: "How do you spell 'arrived' ?"

Second writer: "I know."

Second and third writer (in unison): "A-r-r-i-v-e-d."

Ken: "You guys, remember, Don't make 'em too long."... "Capital, see, on 'Tom'."..and write two quotation marks, and there, no, there, on 'three o'clock'."

Ken: (to another writer): "Did you use some of those words?"

Writer: "Yes."

888- Ken: "Underline the words that you used.... I'll go get a drink while you're doing that."

Writer: "How do you spell 'erase'?"

Second writer: "He went to get a drink."

First writer: (repeats) "How do you spell 'erase'?" (Ken returns)

Ken: "Erase? e-r-a-s-e (repeats spelling)

A third writer asks for the spelling of "inventor." Two or three students discuss whether it ends in -or or -ior.

Writer: "It doesn't have to be neat because this is just a rough draft."

Ken: (reads writer's paper aloud, then says) ..."Cross out 'and', put a period here, and capitalize 'This'. It makes a shorter sentence."...

APPENDIX B

HARBIN MIDDLE SCHOOL SCHEDULE

MASON MIDDLE SCHOOL SCHEDULE

Student's Name _____ (Last, First)

TEAM 61 (Planning) Homeroom _____ Locker No. _____

	A	T-1	B	C	LUNCH		D	E
	8:20-9:20	9:25-9:50	10:02-10:57	11:00-11:55	11:55-12:20	12:26-12:51	12:57-1:02	1:08-2:50
Monday	TEAM SUBJECTS		Special Area Class ⑧	Special Area Class ⑨	L	TEAM SUBJECTS		
Tuesday	TEAM SUBJECTS		Special Area Class ⑩	Special Area Class ⑪	U	TEAM SUBJECTS		
Wednesday	TEAM SUBJECTS		Special Area Class ⑫	Special Area Class ⑬	N	TEAM SUBJECTS		
Thursday	TEAM SUBJECTS		Special Area Class ⑭	Special Area Class ⑮	C	TEAM SUBJECTS		
Friday	TEAM SUBJECTS			Special Area Class ⑯	H	TEAM SUBJECTS		

TEAM CLASSES SCHEDULE

Subject	Room	Teacher	61	Subject	Room	Teacher
English				Math		
Soc. St.				Science		

SPECIAL AREA CLASS SCHEDULE

	Subject	Room	Teacher		Subject	Room	Teacher		Subject	Room	Teacher
Class (1)				Class (2)				Class (3)			

APPENDIX C

SAMPLES OF SIXTH-GRADE OBJECTIVES

SAMPLES OF SIXTH GRADE OBJECTIVES

WRITING SKILLS

II. Punctuation
- E. Hyphens
  - 2. Numerals-Compound
    When writing compound numerals up to ninety-nine, the student will separate them with hyphens.
- F. Quotation Marks
  - 3. Split Quotations
    The student will use commas to separate direct quotations from the rest of the sentence.
  - 5. Identation in Dialogue
    The student will use indentation to denote a change of speaker in a dialogue.
  - 6. Chapters, Articles, Short Stories, etc.
    The student will use quotation marks to indicate titles of chapters, articles, short stories, poems, songs, and parts of books and periodicals
- G. Underlining
  - 1. Titles

IV. Handwriting
Students should be expected to use cursive legibly.

V. Word Usage
- N. Pronouns
  The student will use the correct personal pronoun in a sentence.
- O. Double Negatives
  The student will avoid double negatives in sentences.

VI. Types of Writing
- A. Prose
  - 2. Description
    - c. The student will, when given a sensory stimulus, write a detailed description of his/her perceptions.
  - 3. Exposition
    - a. The student will discriminate between fact and opinion.
    - b. The student will be given many opportunities in writing to practice the skill of comparing and contrasing

VII. Writing Formats
- B. Paragraphs
  - 4. The student will state a main idea using supporting sentences to expand it into a paragraph
  - 6. The student will write a two or three paragraph composition using transitional words and phrases as needed.
- C. Organization
  - 1. Summarizing
  - 2. Bibliography
    The student will use a simple bibliography form in his/her writings.

3. Outlining
   The student will identify the main topics and related subordinated ideas and write them in an outline form.
4. Notetaking
   a. The student will use key words and/or phrases in a dictated passage for notetaking
   b. The student will use key words and/or phrases in a written passage for notetaking.
   c. The student will take notes in an organized manner from specified material.

VIII. Literary Devices
   B. Personification
      1. The student will recognize personification in written passages.
      2. The student will use personification in own writing.

   C. Simile
      The student will identify and use similes in writing.

   E. Alliteration
      The student will identify and use alliterative words in writings.

X. Proofreading
   The student will consistently proofread and correct own writings.

(Communication Arts Middle School Curriculum Guide, 1979)

APPENDIX D

SIXTH-GRADE COMMON WRITINGS

The Common Writings

GRADE 6

FOLDER The students will focus on the sense of sight to create a mood through a written description of a setting. A good example to use would be the opening of Poe's "The Fall of the House of Usher."

The students will choose a possible school change and persuade the principal, the teacher, their classmates that it should be made.

The students will write a summary paragraph of a reading assignment from social studies or science text material.

The students will write a paragraph varying sentence beginnings.

The students will refine outlining skills to include subheadings used textbook reading assignments.
Prepare outline as preliminary skill for report writing.
Use bibliography form.
Write a report using only one source. Stress introduction, body, conclusion.

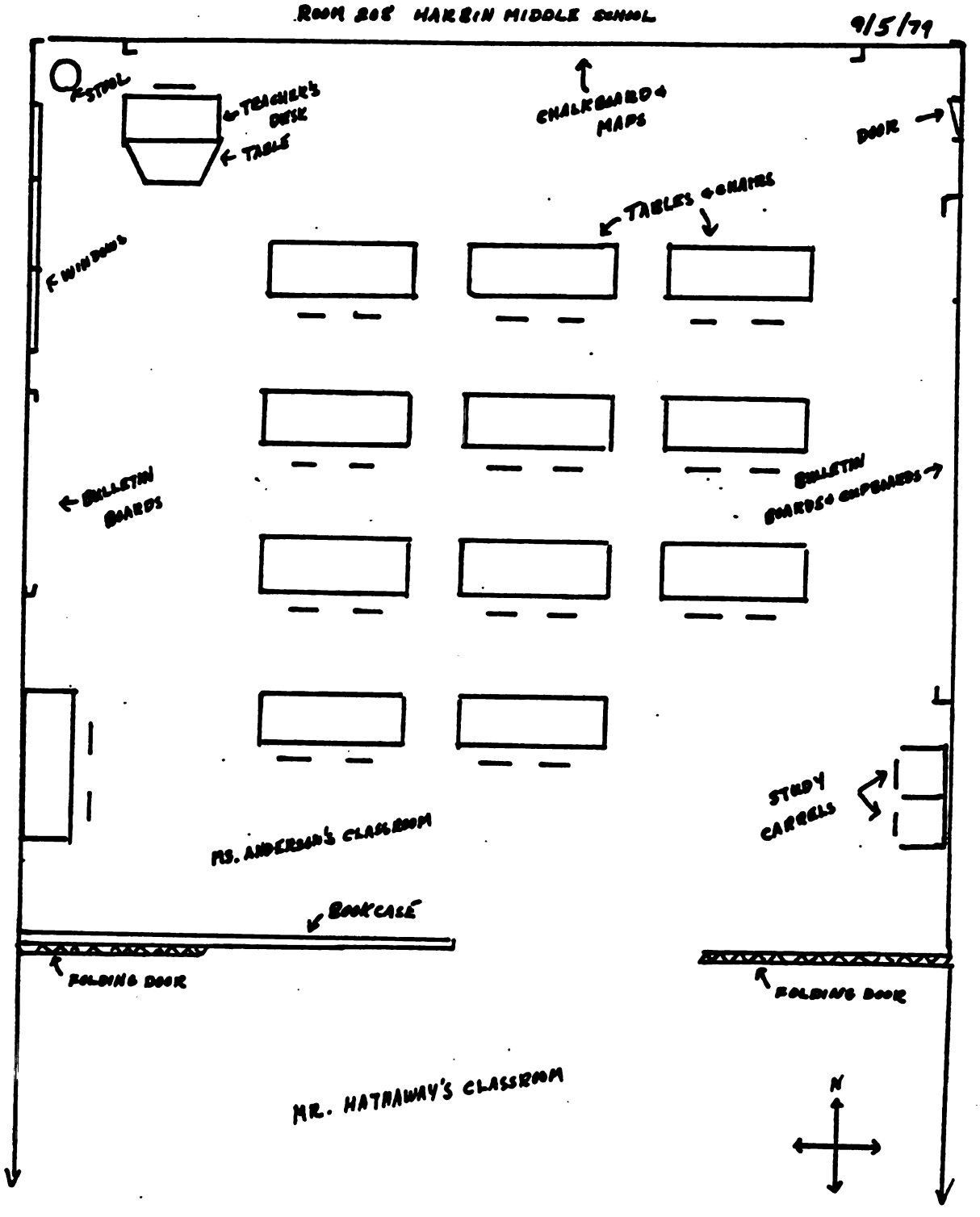
The students will write a short story or myth.

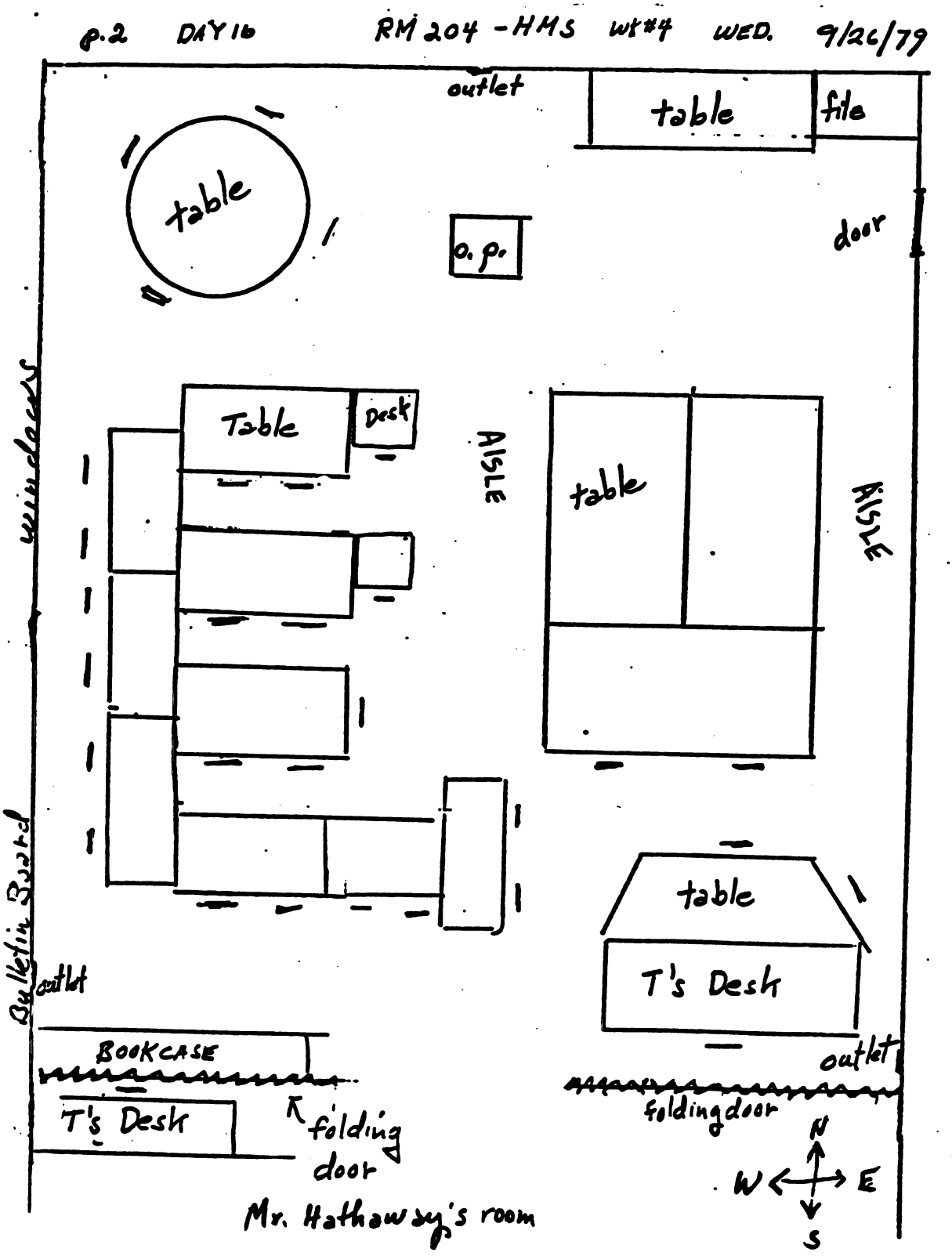
The students will write clear directions as specified by the teacher; e.g., relate the assignment to a camping or social studies activity.

The students will write a business letter to obtain information or to make a consumer complaint or compliment.

APPENDIX E

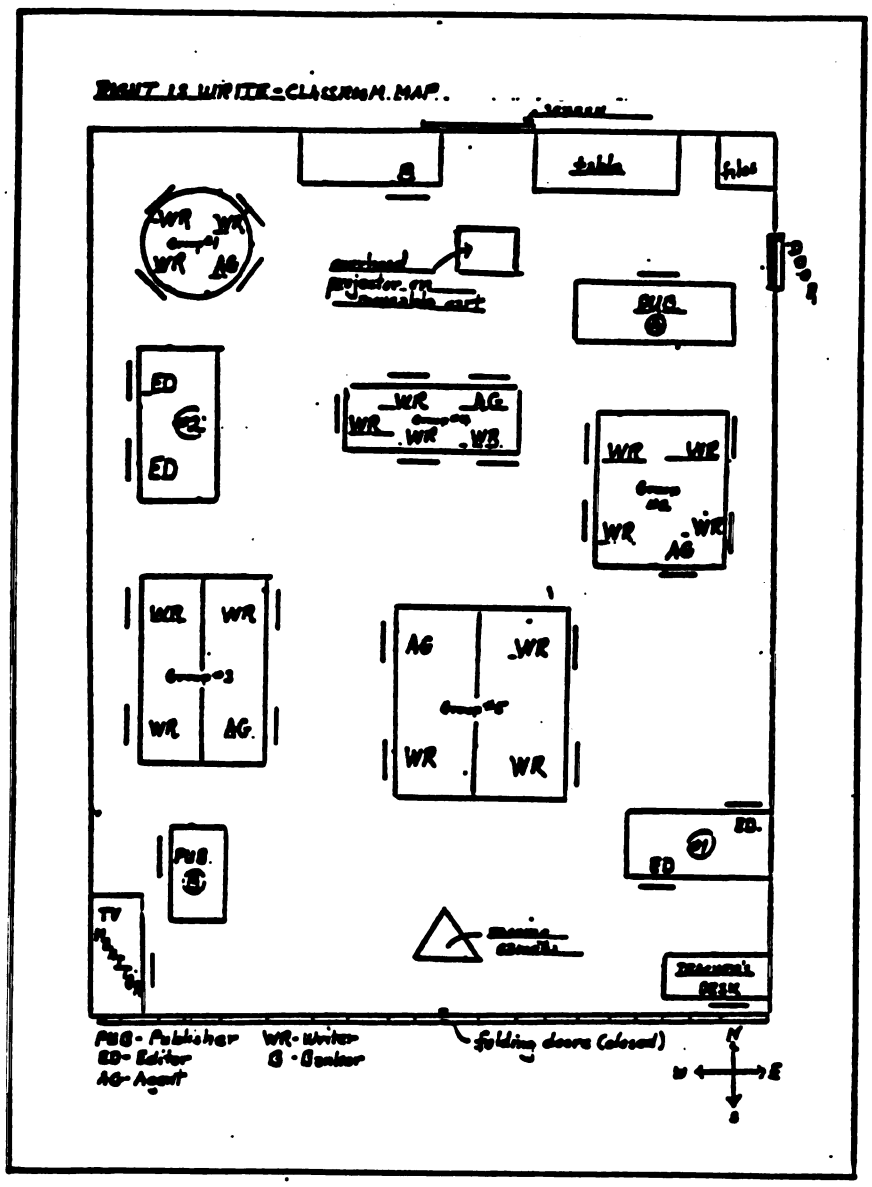
CLASSROOM MAPS


ROOM 208 HARBIN MIDDLE SCHOOL
9/5/79
STOOL
TEACHER'S DESK
TABLE
CHALKBOARD & MAPS
DOOR
TABLES & CHAIRS
WINDOWS
BULLETIN BOARDS
BULLETIN BOARDS & DISPLAYS
STUDY CARRELS
MS. ANDERSON'S CLASSROOM
BOOKCASE
FOLDING DOOR
FOLDING DOOR
MR. HATHAWAY'S CLASSROOM
N


p.2 DAY 16 RM 204 - HMS wk#4 WED. 9/26/79
outlet
table
file
table
door
o. p.
windows
Table
Desk
AISLE
table
AISLE
Bulletin Board
outlet
table
T's Desk
BOOKCASE
outlet
T's Desk
folding door
folding door
Mr. Hathaway's room
N
W
E
S

RIGHT IS WRITE - CLASSROOM MAP

Grade Six, Week #26 (Field Notes, 5/2/80)



APPENDIX F

SAMPLE REPORT ITEMS

Sample Report Items

Databank entries - Communication Arts

014 In the area of Spelling, your child:
015 Has completed the basic 240 world list and is now on level C
016 Frequently overlooks errors when correcting own pre-tests
017 Has scored 100% on all final tests
018 Generally scores 80% or higher on final tests
019 Often scores less than 80% correct on final tests
020 Needs to study spelling at home
021 Shows outstanding improvement from pretest to post test
022 Shows little or no improvement from pretest to post test
023 Generally spells words correctly on spelling test
024 Often misspells words on spelling tests
025 Has scores on weekly spelling tests which are inconsistent.

028 Is improving in spelling words in written work
029 Confuses homonyms
030 In the area of writing, your child:
031 Compiled an excellent magazine of original writings
032 Compiled a satisfactory magazine of original writings
033 Compiled a magazine of original writings which was below standard
034 Did not complete a magazine or original writings
035 Has difficulty punctuating written work effectively
036 Punctuates conversation correctly
037 Punctuates and paragraphs conversation correctly
038 Is improving skills in writing conversation correctly
039 Punctuates conversation correctly but has difficulty paragraphing
040 Has difficulty punctuating conversation correctly
041 Needs to add detail to make writing more interesting/clear
042 Has difficulty writing complete sentences
043 Frequently writes sentence fragments
044 Has difficulty with mechanics of writing
045 Has good ideas for compositions
046 Generally organizes ideas in a logical manner
047 Often does not submit the rough draft with the final copy of work
048 Generally proof-reads and revises own work
049 Seldom proof-reads or revises own work
050 Needs to become more aware of the value of revising own work
051 Is becoming more aware of the value of revising own work
052 Generally enjoys writing
053 Generally resists writing

054 Is improving in ability to communicate effectively in writing
055 Has shown some improvement in skills during this evaluation period
056 Is showing improvement in the ability to write legibly

126 Frequently uses unnecessary commas
127 Generally uses capital letters appropriately
128 Has difficulty using capital letters appropriately
129 Generally uses varied and appropriate sentence structures
130 Has difficulty using a variety of sentence structures
131 Is improving in ability to use a variety of sentence structures
132 Generally writes complete sentences
133 Often omits punctuation between sentences
134 Has difficulty expressing ideas
135 Often omits word endings
136 Does work that is interesting but is often too brief
137 Generally communicates effectively in writing
138 Has difficulty communicating in writing
139 Is able to compile a satisfactory research paper
140 Has difficulty compiling a satisfactory research paper
141 Can compile simple bibliographies
142 Has difficulty compiling a simple bibliography
143 Generally writes legibly
144 Often writes illegibly
145 Is improving in handwriting skills

Data Bank Entries - Social Studies

003 Academic Achievement in social studies
004 Your child has met all of the objectives set for him or her for this
005 Your child has met almost all of the objectives set for him or her
006 Your child has met a satisfactory portion of the objectives set for
007 Your child has not met a significant portion of the objectives set
008 Your child has been enrolled in this class too short a time to
009 Your child will not be evaluated this reporting period due to
010 In addition to achieveing all of the objectives, your child
011 Although your child did not achieve a significant portion of the
012 In addition to achieveing all of the objectives your child has
013 Work for this nine weeks is incomplete

101 Cannot use many of the vocabulary words presented in this unit
102 In the unit on the middle ages your child
103 Shows an understanding of the ways in which society had to
104 Lacks an understanding of the ways in which society had to
105 Can use most of the vocabulary words presented in this unit
106 Cannot use many of the vocabulary words presented in this unit
107 Concerning the research paper done for this unit, your child:
108 Was able to take notes and to organize them
109 Had difficulty taking notes

110 Had difficulty organizing material
111 Had a final report which contained accurate information
112 Had a final report which contained inaccurate information
113 Had no/few spelling and punctuation errors in the final paper
114 Made spelling/punctuation errors in the final paper too frequently
115 Had a final paper in which the overall neatness and attractiveness
116 Had a final paper in which the overall neatness and attractiveness
117 Had a final paper in which the overall neatness and attractiveness
118 Was able to write a bibliography using the correct form
119 Had difficulty writing a bibliography using the correct form
120 Submitted a final report which was very well written
121 Submitted a final report which was satisfactory
122 Submitted a final report which was below expectations
123 Did not complete the research paper project
124 Gave an excellent oral presentation
125 Gave a satisfactory oral presentation

129 On the Dig unit, your student:
130 Completed a project meaningful to culture developed
131 Did not complete a project meaningful to culture developed
132 Displayed an awareness of the techniques of field archaeology
133 Failed to display an awareness of the techniques of field
134 Completed assignments by due dates
135 Failed to complete assignments by due dates
136 Submit three written questions and answers when
137 Has done excellent work with map skills assignments
138 Has done satisfactory work with map skills assignments
139 Has had difficulty with map skills assignments
140 Has not done satisfactory work with map skills assignments
141 Is attentive during class discussions
142 Makes meaningful contributions to class discussions

APPENDIX G

WRITING SAMPLES WITH TEACHER COMMENTS

Tammy James

APPENDIX F

Writing About First-Hand Experiences

DIARY PAGE:

The first day I came to this school I thought I would get lost. Then I gradually got nervous and excited at the same time.

When the first day was over I had made a lot of new friends. I was a lot more comfortable.

The second day was so boring. All we did was tests, tests, tests!

On Monday it was better, just a little though. I'm really tired in the morning but, then in the afternoon I'm more alert.

There isn't anything really exciting this week. It is better than nothing though.

Maybe after all these tests are over things will be more interesting!

Yours Sincerely

Therese Font September 13, 1979

Writing About First-Hand Experiences

DIARY PAGE:

When I got up on the morning of September 6 I felt happy. When I got to school I felt nervous. When I was trying to find my room I could never of found it if it hadn't of been for Catherine, whose sister had been in Team 6.1. When I got into my Team room I heard lots of people talking about lists and I was so scared I was in the wrong room. I'm glad you were in the right room.

It sure helps to be with someone you know on the first day of school, don't it?

Karl Blaum

Ca. 3/31/980

(14)

good theme— very good dialogue

margin

Darth Vader

a
Far away, in a distant time, in a distant universe.........

"Help! Save me!" shreiked Darth Vade (Darth Vader's space ship is plummeting through a black hole. He is fighting to get back to the world which he rules. But it is too late. Darth Vader goes into another universe along with five of his Stormtroopers.)

"What happened??!!" yelled Darth Vader.

"Er, um, it appears that we are in a diff erent universe than ours. Sir," nervously said a Stormtrooper.

"I KNOW that you idiot!! Land us on that planet over there!!!" Darth Vader said evily.

"Yes sir. Right away sir!" said a Storm trooper.

But little did Darth Vader and his stupid stormtroopers know they had all shrunk down to two inches each.

"Descend!" ordered Darth Vader.

"25 kilometers and closing," said the captain Stormtrooper.

A few minutes later, "25 feet and closing!

P. (1)

Just as Darth Vader was about to say "retr
rockets," some kind of missle was shot at them.
Actually it was only an Eskimo throwing a
spear at what he thought was a bird. But it
hit the fuel tanks of the shumlsen spaceship; an
it exploded, killing Darth Vader and his
Stormtroopers.

Exciting to real —

Karen Rime
(14) 4-1-80
61-Items

A Change Isn't So Bad

A sweet airy spring breeze struck Starla tear-stained face as she walked outside onto the porch of the small farm house to watch the sun go down. Starla was a gentle twelve-year-old girl with long wavey dark brown hair that framed her dark, almost black eyes and rosey cheeks. She almost never cried, but tonight was not an ordinary night. For that day had been the day that her parents had been found dead among many hundreds of people that had been in an airplane crash. Her older brother, James, who was twenty-two and married, was staying with her until she moved to her grandmas.

Starla loved her grandma, but she didn't want to move because she would miss her house but most of all the people who lived with her, her parents. Everything was going great in school and when she moved she would have to start all over making new friends, plus her grandma lived in the city and Starla hated the city. What made it worse is that she only had a week to say "Goodbye" to all her friends.

Karen Kime

The days quickly rolled by and when Starla had said, "Goodbye," to all her friends and had gotten packed, it was the day she had to leave.

A week had past since Starla had been at her grandma's and today would be her first day in the new school.

As Starla walked in, everyone stared at her. She noticed two girls who stared at her almost all day which made her fell uneasy. After school, they came up to her and asked, "Would you like us to show you around the neighborhood?"

Starla said, "All right."

As they walked, Starla thought "This isn't so bad, I think I'm going to like it here."

a sudden a big hairy monster came right for Muhamad and the reporter with him. "Bigfoot!" Muhamad said to himself "Clive got to get some pictures of him!" Luckily, when he focused the camera, the bell rang. ROUND ONE!

wonderful theme – I really enjoyed reading it
Should up usual flair here

(14) CA – Team 61
Mary Romi
May 1980

Bigfoot?

One day Muhamad Ali was not working out at the local ring but was at a newspaper office. Why was he at a Newspaper office? He said that he wanted to prove that he ~~is~~ was smarter than Leon Spinks and show that he ~~is~~ was not all muscle but some brain. Muhamad took a job as a camera man. He starts his day first doing ten miles and then fifty pullups. Then he gets dressed for work. Muhamad is not like other camera men. Unfortunatley he has a camera with a little bell. Muhamad has ruined at least ten cameras because when ever the focus is ready it rings and punch, punch, punch and it's ruined. One day he was taking some pictures in a forest ~~in a forest~~ and all of

you changed tense here

APPENDIX H

AUTOBIOGRAPHY OF MS. ANDERSON

Selections from Autobiography of Ms. Anderson (April, 1984)

Two things happened to me in 1969 that changed my methods of teaching writing:

1) After teaching fourth- and fifth- grades for nine years, using traditional textbooks and teaching methods, I was assigned to a two-teacher, team-teaching sixth-grade position in a new middle school. Communication arts and social studies were my responsiblities and, although there were minimal skill-based objectives stated for each class, there were no required textbooks.

2) As I researched educational journals, etc. for suggestions on the best approach to the task of building, in effect, my own curriculum, I discovered the following words by Carl Lefevre:

> Adults, hoping to influence the child's developing language skills intelligently, humanely, and on sound linguistic principles will view themselves as models rather than as policemen of language.

These words became an important element in my personal beliefs about the teaching of writing.

The building blocks of my curriculum were, of course, the grade-level course objectives, which had been stated by a committee of teachers and

*Carl Lefevre, "Language and Self: Fulfillment or Trauma?" (Part II), Elementary English, vol, 43, March 1966, p. 284.

approved by the administration. (Several years later, a list of specific writing experiences--Common Writings--were added as additional district-mandated objectives.) Keeping the required objectives in mind, I began to read the available literature, talk with other professionals, and search my own imagination for ideas that would help me create a meaningful writing program for sixth graders. After much research and thought, I formulated seven principles, based on students' needs, which guided me in my planning:

- -- Students need frequent opportunities to write and to share their writing.
- -- Students need to write about things which have relevance to them either through experience or interest.
- -- Students need to do various types of writing.
- -- Students need to learn how to revise what they write.
- -- Students need to observe good models for writing.
- -- Students need to have their writing evaluated for its value as a whole as well as for its lack of mechanical errors.
- -- Students need to experience successes in writing.

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It was difficult to break away from planning short skill-based lessons, until I became aware that as I allowed myself to excercise this new freedom of designing activities/projects appropriate for that particular group of students, more writing was being accomplished, and the students were also experiencing greater success. Positive student response, with praise from parents and staff, provided additional motivation to keep me searching for, and developing, meaningful writing experiences.

As sixth graders seem to thrive on variety, I provided as many different types of writing activities as possible. The ideas seemed to come from

everywhere: teacher magazines and journals, other teachers, the media, the students. When it seemed appropriate, students became involved in large parts of the planning process, but I reserved the right to design the final formats. It was my responsibility to ensure that activities/projects were designed in such a way that they could meet the needs of all students and provide each with an opportunity to achieve success as a result of his/her effort. It was essential that the activities/projects also incorporate stated objectives.

Remembering Lefevre's words, models became an important element in my planning. Most frequently, I created my own models, but I also provided models written by former students and current students, as well as from published writers. Models were particularly effective when students attempted a new type of writing, or when a new format was being introduced.

In an effort to make writing have greater relevance, I integrated writing activities with social-studies units as much as was reasonably possible. I also planned that one assignment would build on, or lead into, another assignment. Short skill-based lessons still were necessary, but they were individualized as much as possible and were used only when they served a purpose within a larger context.

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After eleven years at the middle school I chose to move to a fifth grade classroom where a half-time, job-sharing position was available. My teaching responsibility was language arts. A few of the projects I used there were similar to some that were developed for use at the middle school, but many were totally different. The ideas, however, continued to come from the same kinds of sources, and the seven principles based on students' needs that I had formulated in 1969 continued to guide me in planning for writing.

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