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The Effects of the Image-Making within the Writing Process on Kindergarten Writing

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A Capstone submitted in partial fulfillment of the requirements for the degree of Master
of Arts in Education.

Hamline University

St. Paul, Minnesota

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Chapter One

Introduction

Emerging Writers

Kindergarten is a place where so many new skills are taught. Children learn reading skills such as letter sounds, sounding out words, rhyming, syllables, and more. They learn mathematical skills such as counting, recognizing and adding numbers, shapes, time, and money. They learn social skills like how to interact with others, learn about the world around them, and so much more. They also learn many new skills within the subjects of social studies, science, and art. One of the most difficult skills that students begin to learn in kindergarten is how to write. First students learn how to properly hold a pencil. They then begin to learn to properly form letters and work toward matching those letters with the sounds they hear. With practice they begin to form words using their creative spellings and start to remember sight word spellings. Once students are able to write words they begin to write short sentences. From there they work to write multiple sentences to creatively illustrate their thinking. Because writing is such a difficult skill to learn, I find that many students get discouraged and end up disliking writing. Students become frustrated with one or more of the skills needed to share their thoughts through writing. They need something to spark their interest in order to continue writing. One way that I have found to spark an interest in students when it comes to writing is through using Image-Making within the Writing Process in the classroom.

Image-Making within the Writing Process is a technique that fosters literacy through art. This process can be used in multiple ways and with a multitude of different subjects. It can be used for creative writing or informational writing. When being used for

creative writing, students are shown quality picture books and encouraged to pick out interesting and important details from the words as well as the pictures. The pictures in the books are given as much importance as the writing. Students are taught many different art techniques and are then able to create a collage. This is initially done through a lot of modeling and peer interaction. After creating their collage, students begin to form their own stories. They practice telling this story to others in order to obtain more ideas. Through art/writers workshops students are encouraged to pull out details from their collages and use descriptive language to paint a picture with their words. Students work through the writing process with their teachers and their peers and eventually type their final drafts. The final products that are produced as well as the student's attitudes toward writing can be amazing when using this process.

The process is very similar when it is used for informational writing. However, with information writing students are able to do research before they start their collages and writing. They are able to take notes about the topics they are researching. This research and the notes look different at different grade levels. For older grade levels, this research can be done on an individual level and notes may be taken by writing or typing them out. For younger grades, research can be done in large or small groups and the notes may be drawings with only a few words to go with them. Aside from the research that goes along with informational writing, the collage and writing process are the same. Art/writers workshops are incredibly important and done multiple times throughout this process.

I started to implement this process in my kindergarten classroom this year and the writing that students provided was drastically different than the writing I have seen in

years past. Students started to take more pride in their work. They could not wait to share what they had done with other students, teachers, parents, and our principal. My students were working hard to produce the best product they possibly could by taking their time, listening to directions as well as the suggestions of their peers, and by daring to try new things in their writing. They even went back to revise their own work as well as the work of others by choice rather than just being told to do it. I started to see much more descriptive language emerge. I have never seen my students more focused than when they were working on their Image-Making within the Writing Process. I even started to receive phone calls from parents asking about the process that their child was so excited about. I have seen the significant value in implementing this program in my kindergarten classroom.

My school has a diverse population of students. We have students living in poverty as well as students who are not, students for whom English is not their first language, students who are at all different developmental levels, and students who come from many different backgrounds. Through using Image-Making within the Writing Process in my own classroom I have seen all of my students gain confidence and become excited about their writing. Instead of having students who dread the thought of having to write something they have become excited about our writing time and now see writing as part of everything we do. While students will always be at different levels in their writing, Image-Making within the Writing Process has increased the quality of work that I have seen from all students.

Non-Image-Making Classrooms

This year my building is looking toward making our school a “literacy through art” school. There are many factors that play into our schools ability to do this. One of the major factors is staff attitudes toward this process. While there are a good number of teachers that agree with this process, some teachers at the kindergarten and first grade level are apprehensive because they believe that the process is too time consuming and is something that their young students will struggle with achieving because it is difficult in nature. While they do see the value in this program, they also worry that students at this age level will not reap the many benefits because it is difficult to implement and at times can be overwhelming for students and teachers. These teachers prefer to teach writing the way they have always taught it. Some give students a writing prompt and have them write about it, others use a sample writing that students must work through the corrections that must be made. Prior to implementing Image-Making into my classroom I felt the same way. Writing prompts and fix-its were easy to implement and I believed students were learning the skills they needed to succeed.

I used prompts that the students needed to write about and helped them with editing their products by reminding them about capital letters and punctuation. I helped them hear the sounds in words so they could use creative spelling. I found that while students did produce writing samples, it was not the type of quality work I truly hoped to see from my students. I also started to feel that my students were not truly learning the components of writing because I would continuously need to remind them about the same things over and over. They were not internalizing what they were learning. I knew my students were capable of so much more, but they did not have the desire to put forth their

best effort because it was just writing. It was something they had to do instead of something they loved to do.

I have spoken with the teachers who are apprehensive about implementing the Image-Making within the Writing Process in their classrooms. They see the same results I have seen with my past classes. They are getting writing samples that are sufficient but lack the quality of work that students are truly capable of completing. Many of them are willing to look at new ways to teach writing, but are not convinced that Image-Making within the Writing Process is the best solution for their classroom.

Next Steps

While using the Image –Making within the Writing Process in my own classroom I have been able to see some of the drastic changes it has made to my student’s writing. I do, however, understand the concerns of other teachers in my building. Image-Making within the Writing Process is a time consuming and difficult process for students and teachers alike. There are a lot of supplies and materials needed and a lot of time needs to go into professional development that is centered around this process. I have found that Image-Making within the Writing Process does not need to be done to produce a book like many of the upper elementary grade levels have done in the past. While these books are absolutely amazing to see and the pride that these students take in their work is outstanding, it can be overwhelming to try to produce that in a kindergarten setting. At the kindergarten level, producing a single page that students are able to write about can be extremely helpful. Students are still able to work through the writing process, practice their revising and editing skills, and work together to add more detail to their writing. It is just being done on a smaller scale. By producing single pages instead of an entire book

this process lends itself to students practicing descriptive writing on one occasion while practicing informational or creative writing on another. Hearing the concerns of other teachers in my building and seeing the success my students have had with the Image-Making within the Writing Process has led me to my research question.

Through my research and literature review I hope to focus on the question: How can Image-Making within the Writing Process affect kindergarten student's writing? I hope to discover not only the effects it has on students' actual writing products, but also how it affects their perception of themselves as writers. I hope that this research will also allow some of the teachers at my school who are apprehensive about the Image-Making within the Writing Process to see its benefits.

Chapter 2

Literature Review

Writing is a skill and subject that I place great importance on in my own life and in my classroom. Because of this, my literature review, as well as my research, will be centered around the topic of writing as well as the many aspects involved in writing. In this literature review I hope to begin to answer the questions: How do children develop writing skills? What skills are needed for children to become writers? What is the best form of writing instruction in the kindergarten classroom? How can the use of the Image-Making process can affect kindergarten student's writing? This chapter will explore how writing instruction has transformed into what it is today. Throughout this chapter I will review literature that discusses child development and writing development, current writing instruction, motivation for reluctant writers, the importance of writing, and the Picture Writing: Fostering Literacy through Art and Image-Making within the Writing Process. The literature reviewed in this chapter will come from experts in the fields of child development, writing and education.

Child Development

Throughout a child's kindergarten year, he or she will develop many new and exciting skills. Each child develops at his or her own rate, but children typically travel through the same stages of development. According to Jean Piaget's Theory of Cognitive Development, the quality of a child's thinking changes over time. There are four stages of development that a child passes through as he or she grows. The first stage is the

sensorimotor period where a child's thinking is based on his or her sensory experience in the world around them. A child's knowledge is limited at this stage because it is based on physical interactions and actual experiences. A child is typically in this stage from birth through two years old. The second stage is the preoperational period. This is the stage where children rapidly begin to acquire language and a child's thinking is very concrete. The language acquired during this stage of development is critical to a child's writing ability. A child's memory begins to strengthen and their imagination is developed in this stage. A child in this stage of development is typically two to seven years old. This will be the stage at which many of the kindergarten students that I plan to conduct my research with will be. The third stage is the concrete operational period where children are seven to eleven years old. In this stage children begin to start thinking logically and begin thinking about abstract concepts. Children begin to reverse their thinking on their own. Because their thinking is expanding, expressing themselves through writing becomes easier in this stage. The final stage is the formal operational period where children range from eleven years old to an adult. In this stage children are able to use language in abstract ways and begin thinking about ideas and concepts rather than only concrete objects (J. Piaget, as cited in Tracy & Morrow, 2012).

Another important theory of development is Vygotsky's Social Constructivism theory which explains the importance of a child's ability to master his or her culture's language, writing, and counting systems. In this theory he discusses the zone of proximal development. The zone of proximal development is the level of difficulty of a task that promotes the most learning with adequate support from a teacher or other adult. Vygotsky (as cited in Tracey & Morrow, 2012) also discusses the importance of

scaffolding learning experiences for the child so that his or her zone of proximal development is always moving. He reminds us that a child needs to experience higher level thinking skills and have a chance to work with these skills before he or she will be able to use these skills on his or her own. Writing development is dependent on modeling and scaffolding experiences for children (Tracey & Morrow, 2012). One thing that is evident in these theories of child development is that as a child develops, his or her writing develops as well. The stage of development that a child is in will affect the writing skills and concepts he or she is ready to absorb and begin utilizing in his or her own writing.

Writing Development

Prior to developing the ability to write and communicate one's thoughts through writing, a child must develop their verbal communication skills. A child's communication and language skills are learned by interacting with others. At a young age this is usually acquired through the child's family. Children can increase their language skills through language play such as songs, rhymes and word play. This will also help to increase a child's vocabulary and children with larger vocabularies often are better able to understand the meaning of words they come across and have better language skills. These language skills develop through adults or peers modeling them to children, which is the same way that writing skills develop, through modeling (James, 2006). Language skills will eventually lend themselves to writing skills, usually starting formally in kindergarten. "Kindergarten writing is an active learning process that involves interaction with other students and working with various utensils including brushes, markers, chalk, crayons, pens, and pencils" (James, 2006, pg. 57).

Another prerequisite skill to writing that will continue to develop as children are writing is hand –eye coordination. Without this skill writing will become messy and sometimes illegible. This will make communicating a child’s idea through writing incredibly difficult. Children must also begin to develop and build small muscles in the hands. This can be accomplished in many ways such as cutting things out and gluing things together. Without strong small muscles in his or her hands a child may struggle to write even a few words before becoming tired and therefore unwilling to write. Another important skill tied with writing ability is a child’s use of grammar such as using the correct tense, capitalization, and punctuation. Where a child is at in his or her grammar usage verbally can be a good indicator of how grammar will look in his or her writing (James, 2006).

Writing development is complex and coincides with reading development. Research indicates that reading and writing develop at the same time and in relation to each other. It is important to help children make the connection between reading and writing because they may not see the connection on their own and many of the skills needed for reading are skills needed for writing as well (James, 2006). One theory that describes the development of reading and some aspects of writing is the Stage Models of Reading. This theory discusses the different states that children go through before they arrive at the ability to read. Many of these skills are need in order for a child to gain the ability to write. The first stage is the Pre-alphabetic Stage. At this stage word identification is related to visual cues rather than letter sound knowledge. Children in this stage will often recognize the names on cereal boxes or fast food restaurant logos because they recognize the visual cues. The second stage is the Partial Alphabetic Stage. In this

stage children begin to use some letter sound recognition to distinguish between words. Usually children in this stage recognize the initial sound of a word and attempt to guess the word from there. In the next stage, the Full Alphabetic Stage, children work to process all of the letters in a word. Children in this stage attempt to sound out all words. They often get bogged down by the number of sounds in words and get confused when sounding them out at first. In the final stage, the Consolidated Alphabetic Stage, children use automatic recall of letter sounds and use word families to recognize words. This begins to make reading a more fluid process and children can begin to focus on the meaning of what they are reading rather than focusing all of their attention on sounding out the word and getting it correct (Tracey & Morrow, 2012). Letter sound recognition as well as the use of word families are important skills needed to write. Letter sound recognition leads students to the use of creative spelling for words and the use of word families enables students to begin using conventional spellings for words they may not have otherwise known.

According to Gambrell and Morrow (2015), writing is a complex mixture of different physical and cognitive factors. Writing has many different aspects involved. Some of these aspects are the use of hand-eye coordination, pencil grip, letter and word formation, using vocabulary, making meaning and connections, and creating as well as revising a piece of work to ensure that communication is happening. To further the complex factors involved in writing, Graham, Gillespie, &McKeown (2012) add to the list of skills needed for writing with handwriting, spelling, and sentence construction skills. With the many factors involved in writing it is easy to see why writing can be a very difficult and sometimes frustrating skill for kindergarten students to begin to learn.

Schickedanz and Casbergue (2009) describe a detailed picture of early stages of writing development and the stages that children pass through to become writers. In their book *Writing in preschool: Learning to orchestrate meaning and marks* they discuss a child's progression from scribbles to actual word writing. A child's writing often starts out as just small marks on a page that do not resemble anything. Other times they begin with drawing pictures to communicate meaning. Many times children can tell you exactly what these marks or pictures mean because they know the message they are trying to communicate. This meaning or story that children tell may change each time they are asked to explain what they are attempting to communicate. After creating marks on a page or drawings children make continual scribbles that are often a zigzag or a looping pattern that are beginning to resemble individual shapes. Next, children will begin to form letter like shapes and symbols that are separated by a space instead of a continuous string. Then children will start to utilize some letters along with the letter like forms and symbols in his or her writing. Later children will use inventive spelling in their writing. This inventive spelling will continue to get more and more complex as their understanding of letter sound relationships grow as well as their understanding of some spelling patterns. In the final stage children will write words accurately and conventionally. Children move throughout these stages within various writing tasks that require different levels of effort because of the task's level of difficulty. A child may move backward in stages for one task and be much further in these stages for a different task. (Schickedanz & Casbergue, 2009). According to Gerde, Bingham, and Waski (2012), the activity of forming letters helps children to understand the relationship of sounds in words which helps to increase a child's knowledge of the alphabetic principal.

This will help students to move to more complex inventive spelling and the use of conventional spelling patterns.

As a child progresses through the stages of writing development into writing a word, higher level writing skills are needed. The need for planning, paragraph writing, and revising becomes evident. These skills develop at different rates for each individual child and need different types of instruction to foster the growth of each process.

Modeling these skills for students in your own writing can be effective in helping them to develop these higher level writing skills (Limpo, Alves, & Fidalgo, 2014). These skills correlate with the skills taught during the writing process.

There are two major theories of writing development intended for when students advance beyond producing simply a written word. Those theories are the cognitive writing process theory and sociocultural theory. The cognitive writing process theory emphasizes the important steps and thought process that a writer must demonstrate to create a piece of writing that effectively communicates his or her ideas. In the cognitive writing process theory there are three major elements which are: the task writing environment, the writer's long-term memory, and the writing process. The task environment refers to the writing assignment itself. This could be narrative, informational, persuasive writing, or other forms of writing as well. The writer's long-term memory includes the writer's understanding of the writing topic, the understanding of audience that will be reading the writing piece that is produced, and compositional techniques that can be used by the writer. The third element of this theory is the writing process which includes three major processes: planning, translating, and reviewing. Planning involves producing ideas of what to write about. This stage may be difficult for

some students if the writing topic is very open-ended. Translating refers to taking the ideas that are produced and transforming them into the sentences and paragraphs in the piece of writing. Reviewing involves rereading to ensure that the message has been communicated and editing any mistakes. (D'On Jones, 2014).

The second theory mentioned is the sociocultural theory. This theory looks at the roles of different social, cultural, and historical factors in a human's life. In sociocultural theory a teacher must look to understand a child based on the cultural, social, and historical contexts in which they have grown. Teachers must recognize that children understand who they are as a person in relation to the people in their lives (Tracey & Morrow, 2012). This theory when specifically applied to writing, discusses how writing changes throughout life because of the interactions that the writer has with others and the understandings they have gained about their culture and history. This theory also has three major aspects which are sociocognitive apprenticeships, procedural facilitators or tools, and participation in communities of practice. Sociocognitive apprenticeships show the importance of guiding writers through writing instruction. Students cannot move forward in their writing without the guidance and modeling of a teacher, adult, or peer. Procedural facilitators or tools show the importance of teaching writing strategies that writers can implement on their own. The more tools or understanding that a student has to draw from, the more effective he or she will be in communicating ideas through writing. Participation in communities of practice involves the importance of peer and teacher feedback to improve writing. A student needs a supportive group of people that he or she can go to for ideas on how to improve his or her writing (D'On Jones, 2014). In order to help children move through the stages of writing development the writing instruction they

receive must be of high quality and delivered by teachers with a strong understanding of how writing develops and how to foster growth in writing. Effective writing instruction delivered by effective teachers is key in producing effective lifelong writers.

Writing Instruction

According to Gambrell and Morrow (2015), there are three areas needed in a best practices writing program. These areas include a supportive environment, intentional writing instruction, and writing assessment. In order to create a supportive environment for writing, teachers need to commit to making writing a priority in their classroom. Children need to be given time to write as well as feedback from their teachers to become better writers. The teacher's attitude toward writing and writing instruction are important as well. When students see that teachers are passionate about what they are teaching they are more motivated to be actively engaged in the lessons. Another important aspect of creating a supportive environment for writing is providing a classroom filled with words that students can use when they write. This can be done with word walls or mystery words. A supportive environment for writing must also include intentional lessons on writing, sufficient time to write, time for individual, peer, and teacher editing, and celebrations of a child's success in writing such as sharing their work with the class. Children feel encouraged and empowered when they are able to share their writing with others. This provides a very supportive environment for writing (Gambrell & Morrow, 2015).

The second aspect of a best practice writing program is intentional writing instruction. This instruction must include direction on how to properly use ideas,

organization, voice, word choice, fluency, and conventions in a writing piece. It is also important to direct children in adequate presentation of a piece of writing. Children need to be provided with instruction, guidance, and practice in order to feel skilled in their writing. Children need instruction on proper conventions, spelling, grammar, and handwriting. This instruction is best provided during authentic writing opportunities rather than as a separate piece of the curriculum. Students also need instruction on how to choose a topic, plan their writing, revise, and edit a piece of writing. In providing this type of intentional writing instruction teachers are helping students to see and understand different strategies that they can draw from in their writing and in turn allows them to become better more confident writers (Gambrell & Morrow, 2015).

The third aspect of a best practice writing program is writing assessment. Writing assessment needs to be both formal and informal and conducted by the writer themselves, peers, and the teacher. A child's self-assessment helps the student to internalize and take responsibility and pride in their own writing development. Assessment by peers and teachers help to provide the student with guidance and it provides the teacher with information on areas in which the child needs more support in order for their writing to improve. There are several helpful tools for writing assessment such as writing rubrics, portfolios and checklists. Writing assessment must be conducted throughout the school year and must be acted upon in order to have an effect on a student's writing (Gambrell & Morrow, 2015).

Writing workshop is one instructional strategy that incorporates many of the aspects of a best practice writing program. In writing workshop students are encouraged to write frequently, taught mini lessons on different skills needed in writing such as

spelling and work with conventions, and they work to revise and edit their own writing and share their writing with others (Behymer, 2003). Through this process students are given intentional writing instruction and are assessed regularly in order to guide teacher instruction. Hertz and Heydenberk (1997) mention that this process can help to enhance student writing through the use of the frequent writing done in the classroom as well as through modeling a variety of writing skills for students. By allowing students time for scaffolded practice on skills that they are learning, students become more likely to internalize what they are learning.

In D'On Jones' (2014) research on the effects of writing instruction on kindergarten students' writing achievement, the author looked at two different types of writing instruction. The first was writing workshop and the second was interactive writing. In writing workshop the main components are mini-lessons on many different writing skills, sufficient time to write, conferencing with teacher and peers, and sharing a final product with others. The second type of writing instruction that was researched was interactive writing. Interactive writing is done as a large group. In this writing instruction the teacher and students work together to create and revise a piece of writing.

Through D'On Jones' research, four recommendations were given in order to increase the effectiveness of writing instruction for young children. The first recommendation is to establish a writing rich environment. Although it is well known that creating a reading rich environment is helpful to readers, not many teachers know that the same is true in creating a writing rich environment for writers. A writing rich environment would include things like pencils, pens, markers, computers, lined and unlined papers, student friendly dictionaries and thesaurus, white out, erasers, publishing

supplies, and an area designated to share student published products. This writing rich environment will encourage students to write for fun as well as for assignments. This will provide students with more motivation to write. The second recommendation is to make teacher explanations, think-a-louds, and modeling a consistent component of writing instruction. These components are essential parts of instruction for word recognition, fluency, vocabulary and comprehension. They allow students to see different skills in action and will help students to transfer those skills to their own work with some practice. The third recommendation is to teach students to use the writing process. In teaching this process students much more easily work through the stages of planning, drafting, and revising. This process gives students a place to start as well as a direction to travel in their writing. The final recommendation was to create a community of writers. This can be done by teaching students how to discuss writing and written texts created by students as well as professional authors in a respectful and encouraging way (D'On Jones, 2014).

In the work of Gerde, Binham, and Wasik (2012), twelve guidelines for effective practices in writing are produced. Many of these guidelines can be seen in the use of writing workshop but teachers must purposefully keep them in mind in their planning. The first guideline is to build writing into your daily schedule. Creating opportunities for students to write throughout the day promotes the importance of writing in everyday life. Building time for writing into other subjects also promotes the importance of writing and lets students see writing not as something separate, but a part of everything they do. The second guideline is to accept all forms of writing. By accepting all forms of writing, including scribbling, to express a message a teacher is encouraging his or her students to write and to engage in writing activities. A child will continue to write if they feel

encouraged and will shut down and refuse to write when they are not. The third and fourth guidelines are to explicitly model writing and to scaffold children's writing. These guidelines are important because many children learn through examples and need to slowly gain more responsibility for their writing. A child cannot be expected to write without having the skill modeled for them as well as the opportunity to practice that skill. A fifth guideline is to encourage children to read what they write. This can be a powerful experience for children to realize what they are missing and to look for important details to add. This needs to be done when children can write formal words, but also when their writing is at the point of only pictures. The sixth guideline is to encourage invented spelling. Many times students get stuck on the idea of things needing to be spelled perfectly. By encouraging inventive spelling a student is able to focus more on the actual writing and less on the word by word representation. This will help students to create a more complete end product. Other guidelines include making writing opportunities meaningful, having writing materials in all centers, and using technology to support writing.

These guidelines bring writing to other subject areas and present it not as a standalone task but rather a part of everyday life. The final three guidelines presented are display theme related words in the writing center, engage in group writing experiences, and make writing a way to connect with families. All of these guidelines help to motivate student writing and give them ideas to begin their writing (Gerde, Bingham, & Wasik, 2012).

Importance of Early Writing Instruction

Writing instruction for emergent writers is incredibly important and plays a large role in success in other subjects as students grow and mature. A kindergarten student's writing can predict later literacy skills in first and second grade such as decoding, spelling, and reading comprehension. It is also important to recognize that a child's name writing is linked to letter knowledge and later linked to word recognition and phonological awareness. Research shows that children who write more letters learn letters at a faster rate (Gerde, Bingham, & Wasik, 2012). This research suggests a link between writing and reading skills. "There is a strong relationship between writing and thinking, so kids who become good writers are more successful in every subject. They excel in self-expression, become more self-reliant, enjoy more learning from first grade all the way through college and beyond" (Fuller, 2004 pg. 61). Although the correlation between writing and reading abilities is apparent and the importance of writing is evident, not all students enjoy writing.

Motivating Reluctant Writers

According to Mata (2011), a student's motivation for writing is affected by many different factors. Factors for motivation are related to their individual beliefs, values, and goals for achievement. Motivation can also be affected by intrinsic, extrinsic, and social factors. A student's level of motivation changes throughout their school career as their beliefs, values, and goals change. Research indicates that as children enter school their motivation for learning to write is high, but as they enter middle school that motivation declines. Some of the causes of these declines could be instructional approaches to

teaching writing and a student's writing performance. When writing instruction seems irrelevant or a student feels that their writing abilities are lacking it can lead to being discouraged about writing and a dislike for it. Research also shows that typically girls have a higher motivation for writing than boys. They also tend to see the importance of writing and social reasons for writing more quickly than boys. However, boys showed higher motivation for writing when competition was involved (Mata, 2011).

A kindergarten student's motivation is comprised of three components: enjoyment, value, and self-concept. Enjoyment of writing is typically affected by positive learning experiences. When children experience positive learning experiences with writing, their enjoyment of writing increases. The value of writing is affected by a student's understanding of the purposes, uses, and functions of writing. Showing children why writing is important in their day to day life can have a lasting effect on their writing. A child's self-concept of their writing is affected by their expectations of success with writing. These components of motivation can be influenced by how writing is emphasized or ignored by families, communities, and in the classroom (Mata, 2011).

According to Burning and Horn (2000), the four conditions that are most critical in developing writing motivation are: nurturing beliefs about writing, engagement through authentic writing goals and contexts, creating a positive emotional environment, and providing supportive contexts for writing. These conditions are especially important for teachers of young children to remember. Nurturing beliefs about writing and engaging students in authentic writing goals and opportunities provide students with a truly motivating and engaging way to write. Creating a positive emotional environment and providing supportive contexts for writing are crucial in order to create sufficient

motivation for writing (Burning & Horn, 2000). “To prevent a considerable decline in writing motivation, children need opportunities to understand, value, and apply purposeful writing” (Mata, 2011 pg. 274).

Providing children with a reason or purpose to write is very important. This can be done in the classroom or at home through acts that may seem simple but provide powerful motivation for students. Fuller (2004) suggests having children creating place cards for family dinners, helping children create an all about me book, having them write the grocery list or writing directions or maps to special places. Other suggestions included creating birthday or holiday cards and having children create family newsletters. Writing letters, emails, and journals are other great motivators. Most children need encouragement along with a motivation to write in order to continue writing in the future (Fuller, 2004). James (2006) states, “Research shows that children work longer at these (writing) activities when their activity is open ended rather than a worksheet that has been provided by the teacher” (pg. 72). Motivation plays a key role in a child’s drive to write and therefore in their overall writing experience.

Picture Writing

Picture Writing: Fostering Literacy Through Art is an art based literacy program where students use a crayon resist-based approach to writing. Through this process students begin by creating a crayon resist picture and produce a writing sample that accompanies the crayon resist picture. This process incorporates teaching art as well as writing skills. The process can easily be used to teach science and social studies concepts as well. The process can also help to teach technology skills by typing the final product to

create a more uniform look to the final product. This will also help in the use of the writing process (Olshansky, 2004).

Image-Making

Image-Making is a process created by Beth Olshansky that ties art and literacy together. Olshansky realized that while children were progressing through the writing process and arrived at the publishing point of their journey, their illustrations lacked the depth that their original drawings had while they were in the planning stages of their writing. Olshansky saw the lack of connection between children's visual imagery and their writing and set out to make the connection much stronger. This occurred when art materials were brought into the writing workshop and integrated into the writing process. Olshansky created the Image-Making within the Writing Process (Olshansky, 1994).

Image-Making is an arts based literacy program that incorporates visual imagery in every stage of the writing process. Visual imagery is used in the planning, drafting, revision, and publication stages. This program is designed to place equal value on visual and verbal expression as well as recognize each child's diverse learning style (Olshansky, 1995). Image-Making within the Writing Process is designed to motivate even the most discouraged learners through art explorations (Olshansky, 1997). Through this process reluctant readers and writers become enthusiastic about their reading and writing by investigating the art in their writing (Olshansky, 2006).

The Image-Making within the Writing Process starts with students exploring different art techniques in order to make unique papers that will be used to create their collages. Students will begin to see things in their papers that will help them to create

their stories. This process can also be used to create stories based on research. The colors and art techniques will be specific to the unit that is being taught. Some of the art techniques used to create these textured papers are splatter painting, sponge painting, marbling, crayon rubbing resist, straw painting, plastic wrap painting, and others (Olshansky, 2004).

Students move on to the artists/writers workshop aspect of the process once they have a large number of textured papers to use to create their collages. These artist/writers workshops consist of four steps: the literature share/discussion, modeling, work session, and group share. The artist/ writers workshops are designed to maximize learning by “immersing students in quality literature, modeling each stage of the process immediately before students engage in that activity so students have a dry run and are also clear about expectations, providing ample work time, and utilizing classroom structures such as peer conferences and group shares to create opportunities for planning, oral rehearsal, sharing, feedback and reflection” (Olshansky, 2004, pg. 94). Once the topic for writing has been determined it is time for the literature share/ discussion. During the literature share/ discussion the teacher shares quality literature in which equal importance is given to the pictures and the writing. The literature is strategically chosen in order support learning the specific skills being taught. These books must be used to facilitate meaningful discussions on the topics. During these sessions the teacher works with students so that they are able to read not only the words but read the pictures as well. Students are given the opportunity to see what role the picture plays in giving meaning to the book/ story. The literature used in the literature share/ discussion step of the artist/ writers workshop should be displayed around the room for students to reference at any point in their work.

This portion of the artists/ writers workshop helps to keep visual learners interested in the writing process (Olshansky, 2004).

The next step in the artists/ writers workshop is the modeling step. During this step teachers teach mini lessons on new techniques in art or skills used in writing depending on where students are at in the process. In this process students are walked through each step that they will be expected to perform on their own. By modeling the skills and techniques for the students, students become more confident in their abilities and are more willing to try the new skills and techniques they are acquiring as a whole group. These sessions need to be interactive in order to maximize student engagement. In these sessions teachers can model such skills as how to gather research, use appropriate descriptive words, organize writing, use appropriate new art techniques such as marbling, use elements of a story in writing, revising and editing work, publish work, and many other skills (Olshansky, 2004).

Then students begin the work session portion of the artists/ writers workshop. During this step, students are given time to work on and develop the skills that have just been modeled for them. To begin this session it is important to review expectations and the skills that were taught in the modeling step of the workshop. In order for this time to be the most beneficial, students must be given sufficient uninterrupted time to accomplish their goals. If students are continually interrupted or are forced to repeatedly stop their work before they have finished or come to a natural stopping point, students may become frustrated with the process instead of inspired by it. The work session is also a great time for peer conferencing to happen. This will allow students who are stuck to get help from peers instead of sitting and becoming even more frustrated (Olshansky, 2004).

The final step in the artists/ writers workshop is the group share. The group share should not only occur once students have completed the process and have a finished product. It should occur throughout the process so that students may learn from the experience of each other. During this time one or two students should share one particular part of their work that exemplifies the skills that were taught that day. In doing this those skills will be reinforced and it will build student's self-esteem. Choosing students to share that are stuck on one aspect can be helpful as well. This could provide them with peer input that can give them a new direction to travel (Olshansky, 2004).

Research supports the use of the Image-Making process in schools. Students involved in the program have shown an increase in reading comprehension scores over their peers at the same level that do not use the program. Students have also shown an increase in writing scores over peers at the same level that are not a part of the program (Olshansky, 2004).

Conclusion

Writing is a complex skill made up of many different essential components such as handwriting, letter formation, spelling, vocabulary, sentence structure, grammar, and conventions. Students develop their writing skills at different rates and learn these skills in many different ways. While there are many different ways to teach writing, there are some best practices that should be included in all writing programs. These best practices include a supportive environment, intentional writing, and writing assessment.

Motivation also plays a key role in a student's writing. The Image-Making within the Writing Process can help to provide students with a structure that supports the best

practices in writing and gives students sufficient motivation to write. There are many benefits to the Image-Making within the Writing Process that can be seen at multiple grade levels and with students with many different educational needs (Olshansky, 2004). Throughout this literature review I have tried to answer how the use of the Image-Making within the writing process will affect kindergarten students' writing. I have looked at the roles that child development, writing development and theory, motivation to write, writing instruction, and the Image-Making within the writing process itself play in a child's ability to write. I have looked at multiple sources and have found that while most research on the Image-Making within the writing process has been done with first grade students and older, that research shows evidence of being highly effective in engaging students in the writing process and increasing their writing abilities. In my own research I hope to specifically answer the question of how Image-Making within the writing process will affect kindergarten aged student's writing. I hope to determine if Image-Making within the writing process has an effect on writing ability and on a student's attitude toward writing. The way in which I plan to conduct my research to answer these questions will be discussed in depth in Chapter Three.

Chapter 3

Methods

Chapter Two, the literature review, identified the stages of writing development as well as common best practices in writing instruction. It also identified the benefits of the Image-Making within the Writing Process. In this chapter I will describe my research methods where I implement the Image-Making within the Writing Process and gained insights on its benefits through student surveys as well as teacher observations and notes. The goal of this research project is to answer: How will the Image-Making within the Writing Process affect kindergarten student's writing?

Research Setting and Subjects

This research was conducted in a suburban elementary school in the Midwest that serves students in grades kindergarten through three. This school served 497 students, of which sixty percent qualified for free and reduced lunch. The number of students in this school, as well as in individual classrooms, was always changing as students moved in and out throughout the school year. The research in this study only involved kindergarten students in my own classroom. It was conducted in the 2015-2016 school year with seventeen students. In this specific group of seventeen students, seventy percent were White, ten percent were African American, four percent were Hispanic, and sixteen percent were Asian. Of these seventeen students, eleven percent were English language learners. All twenty-three families from my classroom were offered the opportunity to participate in this research study; seventeen families signed the consent to participate form and were included in the research.

Rationale and Relevance of the Research Plan

Research indicates that the Image-Making within the Writing Process benefits student's writing in first grade and up. Research conducted on first and second grade students across three states shows a drastic improvement in national language arts test scores. These scores also show an increase in the scores of students who had been identified as at risk students. Much of the research and data in support of this program has been done with students in first grade and above or with students who are receiving some type of support services. The research that has been collected shows improvements on student's test scores as well as some anecdotal evidence of a change in student's attitudes and perceptions of writing (Olshansky, 2004). The research that has been conducted on the Image-Making within the Writing Process has been informative but limited. There is not much research done at the kindergarten level or research to quantify student's attitudes and perceptions of writing after being exposed to this process. The purpose of this research was to identify student perspectives on their own writing abilities and attitudes toward writing after being exposed to the Image-Making within the Writing Process. I invited all participating students to respond to the Image-Making within the Writing Process experience in the form of a survey (Appendix B). I also took copious notes on the observations in my own classroom (Appendix C). I also interviewed a small portion of my class after these students were exposed to the Image-Making within the Writing Process program in order to gain more information (Appendix D).

Research Design and Methods

Creswell (2009) defines mixed methods research as a type of research that incorporates both qualitative and quantitative forms of research. By using both forms of research concurrently the strength of the research being conducted increases. I will be conducting my research in the form of mixed methods. I will be using the qualitative strategy of inquiry of Ethnography. In doing this I will be working in my student's natural setting of my classroom and collecting observational and interview data. I will be using the quantitative strategy of inquiry of survey research which will allow me to have a numeric description of my student's attitudes toward their writing as well as their perceptions of themselves as writers (Creswell, 2009). By using both strategies and conducting mixed methods research the conclusions that I came to after my research was finished was stronger than if I had conducted only quantitative research or only qualitative research.

Students were asked to answer a four question survey during the month of October and again in January. This survey was given as a whole class where students answered on their own because many of my students were not able to read the questions on their own at this point. By waiting until October to start the survey students had exposure to what writing is and had a basic understanding of how to form some letters. They also had some letter name and sound recognition. The survey was given to all students in my classroom; however, only the data from students whose parents signed the consent form was included in the results. This survey asked about student's feelings toward different types of writing starting with their feelings about simply writing a word or sentence and moving toward asking about their feelings on writing a story or an

informational piece. In order to answer the survey questions students were able to choose between a smiling, straight, or frowning face. I decided to use this method because it is an age appropriate way for students to share their feelings. I also conducted interviews in January with four of my students to gain a better understanding of their feelings toward writing as well as their feelings of themselves as writers. I chose these four students based on parent permission and with the goal of reaching a variety of ability levels. The reason that only four students were chosen was because of time constraints in the classroom. A copy of the survey and interview questions are available in Appendix B and Appendix D. The information gained from the surveys and interviews was analyzed and is included in Chapter Four.

After the initial survey was given in October I began to implement the Image-Making within the Writing Process in my kindergarten classroom. Students used this program three times a week until January. I taught art and writing mini lessons and used a large amount of modeling for the students. The art mini lessons included but were not limited to creating habitats, creating character papers, layering papers, watercolor painting, backgrounds, time of day, crayon resist rubbings, marbling, and more. Writing mini lessons will include but are not limited to, conducting research, key elements of a story, brainstorming ideas, creative spelling, sentence structure, descriptive writing, revising work, editing your own work and the work of others, publishing work, and more. Throughout this process students verbally rehearsed their writings multiple times before they draft their first story or piece of informational writing. Students worked to revise and edit their own work as well as the work of their peers. Students were given the opportunity to practice their writing skills throughout the day as well in order to

strengthen their skills and gain the understanding that writing is not a subject taught solely on its own but rather it is integrated into every aspect of our day.

In January all of my students were given the same survey and asked to complete it once again. Only the data of the students who had signed consent forms was included in this research. By giving students the same survey I was able to see if there was a change in students' attitudes toward writing from the beginning of the year to the end.

Throughout this entire research process I took copious notes and made observations from within the classroom. After the final survey was given I conducted the interviews of four students to gain an understanding of how their attitudes have changed throughout using the Image-Making within the Writing Process. The analysis of these notes, observations and interviews will be given in Chapter Four.

Chapter Four

Results

For the 2015-2016 school year, twenty-three students were enrolled in my kindergarten class in a Midwest suburban elementary school that serves students grades kindergarten through three. There are six different kindergarten classes in this school for the 2015-2016 school year. All of the twenty-three students enrolled in my classroom were given the opportunity to participate in this research study and seventeen of the twenty-three families signed consent to participate forms. All of these seventeen students were enrolled from start to end of this research study and all seventeen students completed surveys. Four of these seventeen students completed interviews and all seventeen students were observed throughout this process. All data collected from surveys, interviews, and observations was used to address the research question: How can Image-Making within the Writing Process affect kindergarten students' writing?

Feelings Toward Writing Surveys

This research study was discussed with parents face-to-face between October 12th and 14th. If parents were unable to attend this meeting I called and spoke with them and informed them of my research over the phone. During the meeting timea parents were informed on the Image-Making within the Writing Process as well as what the research would look like in the classroom. At the end of the meeting parents were given the opportunity to sign consent forms or to opt out of the research study. They were also given the opportunity to read through the consent letter and bring it back at a later time. After consent was obtained, surveys were given to students the following week of school.

The survey was given to the class as a whole group activity so that the questions were read to the students. The purpose of this survey was to gain an understanding of how these kindergarten students felt about writing prior to the use of the Image-Making within the Writing Process program was started. The survey was given again in at the end of January to see how these students' attitudes had changed once they were exposed to the Image-Making within the Writing Process program. The results of each question are included below. See Appendix B for an actual copy of the survey.

Question 1: How do you feel about writing a word?

	Smiley Face	Straight Face	Frown
Number of Responses In October	9	6	2
Number of Responses In January	11	3	3

Overall, students' feelings about writing a word changed slightly throughout the course of this research. Two more students indicated in January that writing a word made them feel happy than did in October. Three fewer students indicated that they felt ok about writing a word in January compared to October and one more student indicated that they felt badly about writing a word in January compared to October. The data shows that overall students' feelings toward writing a word became more positive throughout the months that this research was conducted.

Question 2: How do you feel about writing a sentence?

	Smiley Face	Straight Face	Frown
Number of Responses In October	9	4	4
Number of Responses In January	6	9	2

Students' feelings toward writing a sentence changed a large amount from October to January. While some students gained a better feeling about writing a sentence and moved from a frown to a straight face, others feelings changed the opposite way and they moved from a writing a sentence making them feel happy to only being something they felt ok about. While there appears to be a lot of change in feelings toward writing a sentence, that change appears to have been very different for individual students.

Question 3: How do you feel about writing a story?

	Smiley Face	Straight Face	Frown
Number of Responses In October	13	3	1
Number of Responses In January	9	2	6

The answers to this survey question indicated that students' feelings toward writing a story had become more negative from October to January. This seems to be a fairly uniform shift in feelings from students. This drastic shift in feelings toward writing a story leads me to wonder what caused the shift. Was it the Image-Making within the Writing Process or was it some other factor that influenced the major shift of attitudes in these students.

Question 4: How do you feel about writing about new information?

	Smiley Face	Straight Face	Frown
Number of Responses In October	11	3	3
Number of Responses In January	11	4	2

The overall response to this survey question indicated that students had very little change in their feelings toward writing about new information.

The survey results provided a wealth of information about how students' attitudes about different aspects of writing had changed from October to January. However, these results also left me wondering what exactly caused the change in attitudes. There are multiple factors that could have changed each student's attitude. It is difficult to gain a clear idea of what factor or factors played a role in the change of attitudes by only looking at the data acquired through the survey.

Interview Question Results

These are the interview questions that I asked four of my students in January after the Image-Making within the Writing Process had been taught for several months. The purpose of these questions was to gain a better understanding of what my students' specific understandings and feelings toward reading were.

Question 1: What is writing?

There was very little variance in the answer to this question. Three of the four students interviewed said that writing is to write words and one of the students said that

writing is to write sentences. The responses to this question show that students are beginning to understand what writing is, but their understanding of the subject is not extremely complex at this time. The responses to this question as well as question three help to illustrate the differences between writing and Image-Making within the Writing Process in the minds of these students.

Question 2: How do you feel about writing?

Three of the four students indicated that writing makes them happy. Their reasoning behind it making them happy was because they like to write or because they are able to read what they write. One of the four students interviewed indicated that writing made them sad because it made them think of their dad. The responses to this question are strongly related to question one. How these students feel about writing is strongly determined based on their understanding of what it means to write.

Question 3: What is Image-Making?

The students interviewed all indicated that Image-Making started with creating a piece of artwork and then moving on to writing about that artwork. Some students went into a lot of detail and described creating the artwork as painting papers and cutting them and gluing them together to create something new. They talked about looking at the artwork in books as well as in the world around them. They also discussed looking at the artwork created by their classmates to talk about and form new ideas. Other students just described Image-Making as painting papers. The students varied on how they described the writing portion as well. Some described it as writing words about their art, while others described it as writing stories. A few of the students remembered looking through

books and listening for silver dollar words that authors had written and trying to produce silver dollar words themselves. Silver dollar words are words that are descriptive and add flavor to the writing. While students described the Image-Making process you could see the difference in their responses as compared to them talking about writing. When discussing Image-Making students were more confident in their answers and many were more willing to give extra details.

Question 4: How do you feel about Image-Making?

Two of the four students interviewed indicated that they like Image-Making because they like to paint and they like trying something new. One student indicated that they thought Image-Making was ok because it was a little hard. One student indicated that Image-Making made them sad because they thought about their dad. The responses to this question really illustrate these students' understanding of the Image-Making process and how it differs and is similar to writing.

Question 5: How has your writing changed?

For this question all of the students answered similarly. They indicated that at first their writing was just drawing pictures and writing some letters and now it has become more complex. The students said that now they are getting better at spelling and they can write words that people can read. While asking this interview question you could see the excitement it produced from students. They became very excited about where they are at with their writing now. It seemed that most of the students interviewed had not thought about the progress they had made in writing until this point.

Classroom Observations

After reviewing my numerous notes about students during the Image-Making within the Writing Process time of the day several things became apparent.

1. Engagement levels were high during this time of day. It did not seem to matter whether I was introducing a new concept within the Image-Making within the Writing Process or if students were working independently on their projects, student engagement during this time was always high. The time of day that we worked on our Image-Making projects did not seem to make a difference in their engagement levels. We worked on these projects three times a week consistently, but the time of day changed dramatically.
2. Student's willingness to share their work was high. During sharing times almost every student wanted to share what they had created or written. Not only did students want to share their own work they wanted to comment on other student's work. This differed dramatically from other times of days. During other parts of our day many students would only raise their hand when they knew or were fairly certain that they had the correct answer. During our Image-Making time students were excited to share what they had done. They did not seem to feel being wrong.
3. There was less wasted time. Students did not spend as much time trying to think about what they were going to write during our Image-Making time as they did during our regular writing time. During our regular writing time many students would get stuck trying to think of what they should write about. During our Image-Making time students have already created the piece of artwork that they

will be writing about so the ideas seem to flow more quickly and less time is wasted.

4. Students spent a longer amount of time revising their work. Students went back to add to their stories and change them. Students seemed to take pride in their work and want to make their stories better by adding silver dollar words or more details to their writing. However, students did not spend as much time editing spelling or grammatical errors as they do when they are working on writing.

Chapter Five

Conclusion

My current school has implemented the Picturing Writing program this year which is very similar to the Image-Making within the Writing Process program. Both were created by Beth Olshansky and center around the idea of making art a base for writing. Our school saw that our students were lacking in their writing skills and wanted to implement something that would help students achieve greater heights with their writing. Implementing the Picturing Writing program has been difficult but has yielded interesting results and has sparked interest for the Image-Making within the Writing Process program. For the past two years I have been using the Image-Making within the Writing Process program in my classroom and found the results to be beneficial to students and families. However, I wanted to gain a better understanding of how exactly this program affected my students' writing as well as their attitudes toward writing. That is the reason I chose to focus my research on answering the question: How can Image-Making within the Writing Process affect kindergarten students' writing?

Findings

The results from my research provided me with differing conclusions. The results from the surveys lead me to believe that the use of the Image-Making within the Writing Process had little effect on my students' feelings toward writing and their writing abilities. The answers students gave to the survey questions showed little difference or a difference in a negative way toward writing from their October to January surveys. However, the results from the interviews as well as the observational data lead me to

believe the opposite. In the interviews students indicated that they enjoyed the Image-Making process for multiple reasons. They also indicated that they saw a difference in their writing abilities and their level of confidence in their writing after using the Image-Making process. The observational data indicated that students were very engaged during the Image-Making process and continued to want to spend more time on their Image-Making projects.

These differing results are interesting and leave me thinking that more research is required on this subject in the kindergarten classroom. These results also leave me wondering what I could change about or add to the survey to make the results more informative if I decide to do more research with this in the future. The results also leave me wondering about limitations in my own research that could have potentially happened. I will address the concerns in the limitations section to follow.

Implications

As a result of my research I will continue to use the Image-Making within the Writing Process in my kindergarten classroom. I will also continue to help students understand the differences and similarities in writing and the Image-Making within the Writing Process. In the future I also hope to gain a better understanding of how to individualize the Image-Making within the Writing Process even more for my students. I also plan to find a writing program that focuses on the grammatical side of writing and works well with the Image-Making within the Writing Process in order to further my students' writing even more.

On a district level, I plan to share the findings of my research with my building principal as well as kindergarten staff throughout the district. I also plan to share these findings with our districts' literacy team to see if implementing the Image-Making within the Writing Process is something they believe would benefit other schools in our district as well. My research and findings could also potentially be helpful in gaining support and funding for this program in our school or even at the district level.

Limitations

One limitation to my research was the sheer size of the sample. The sample of students that I was able to collect data on was only seventeen. While these seventeen students provided me with a large amount of information, it did not provide for a very large sample to give extremely reliable data. Along with this limitation is that the group of students that I was able to conduct my research on provided some diversity but not as much as a random sampling of a larger pool of students could have. If I were to complete this research again I would like to use the entire school's kindergarten grade level as a sample. This would provide a sample size of over one hundred students. It would also provide a slightly greater level of diversity in the sample. The ideal research plan would be to look at the entire kindergarten grade level throughout the district to provide for the greatest level of diversity and the largest sample size.

Another limitation to this study was in the surveys and interviews given to students. While I do feel that the questions in the surveys were age appropriate, some students did not understand the questions or how to answer them. The other problem that arose with the survey was with the smiley face design. Choosing between a smiley,

straight, or frowning face is age appropriate but did not provide the most accurate data. After taking the surveys when students were asked why they selected a certain answer they gave some very interesting responses. Some students chose a certain face only because they liked that face. Others chose a specific face because that is what their friend chose. Some students were also distracted while the survey was given so the results from those surveys are not entirely accurate.

The interviews that were given provided slightly more accurate data because these were given one-on-one. If a student did not understand the question they were able to ask for clarification and it was also much easier to keep that student focused on the task at hand. However, these interviews were only conducted with four students, so again the sample size to draw from is lacking.

If I were to conduct this research again there are multiple things that I would change about both the survey and the interview. If I were to use the survey again I would change it to only include a smiling or frowning face. In doing this students are more limited in their choices, but they are also forced to be more decisive on how they felt about their writing. Another change I would make would be to how the surveys were given. Ideally, I would give the surveys to students one-on-one so that the distractions are limited and students feel more comfortable asking for clarification. Overall the interviews were helpful and the questions provided a lot of great information, but the major aspect about these that I would change is the sample size. Ideally, I would be able to ask each student the interview questions instead of only the four students that time and parent permission allowed.

When working with this age level of students many unforeseen issues are sure to arise. After doing the research in my classroom this year I feel like I have a better idea of what needs to change for any future research on the same topic. I have gained a lot of insight throughout this process.

Future Research

I would like to conduct research to see how the Image-Making within the Writing Process can affect the writing of students as they progress in grades. It would be very interesting to follow students from kindergarten through sixth grade that receive this program each year to see how their writing and attitudes toward writing have changed throughout the years. This research would currently be difficult to acquire because so few classrooms currently use the Image-Making within the Writing Process. It would also be difficult to track the consistency of how this program is taught from grade level to grade level and teacher to teacher. With the new implementation of the Picturing Writing program in our school, research could be conducted to see how that program affects students' writing and attitudes toward writing up to third grade. Additionally, at the kindergarten level we do not have standardized tests that focus on writing. These tests come in later years. It would be interesting to conduct research to see the affects that this program has on standardized test scores.





I would also like to conduct research on using the Image-Making within the Writing Process concurrently with a program that focuses on the grammatical side of writing. Exploring this research possibility interests me because I feel as though the using two programs together that stress two different aspects of writing could provide very

interesting results. The research that I conducted while doing this project provided me with a large amount of useful information, but it sparked just as many questions as it answered.

Feelings About Writing Survey Appendix A

Questions	Rating System
1. How do you feel about writing a word?	<p>This question will be given with a 1-3 scale using faces to represent the numbers. The faces associated with these numbers will be:</p> <p>1-frowning face 2-neutral face 3-smiley face</p>
2. How do you feel about writing a sentence?	<p>This question will be given with a 1-3 scale using faces to represent the numbers. The faces associated with these numbers will be:</p> <p>1-frowning face 2-neutral face 3-smiley face</p>
3. How do you feel about writing a story?	<p>This question will be given with a 1-3 scale using faces to represent the numbers. The faces associated with these numbers will be:</p> <p>1-frowning face 2-neutral face 3-smiley face</p>
4. How do you feel about writing about new information?	<p>This question will be given with a 1-3 scale using faces to represent the numbers. The faces associated with these numbers will be:</p> <p>1-frowning face 2-neutral face 3-smiley face</p>

Feelings About Writing Survey (Actual Student Version of the Survey) Appendix B

Questions	Circle the smile that describes how you feel.
1. How do you feel about writing a word?	 Three yellow smiley faces are shown in a row. The first is a happy face with a wide, upward-curving mouth. The second is a neutral face with a straight horizontal line for a mouth. The third is a sad face with a downward-curving mouth. The neutral face is circled with a black border.
2. How do you feel about writing a sentence?	 Three yellow smiley faces are shown in a row. The first is a happy face with a wide, upward-curving mouth. The second is a neutral face with a straight horizontal line for a mouth. The third is a sad face with a downward-curving mouth.
3. How do you feel about writing a story?	 Three yellow smiley faces are shown in a row. The first is a happy face with a wide, upward-curving mouth. The second is a neutral face with a straight horizontal line for a mouth. The third is a sad face with a downward-curving mouth.
4. How do you feel about writing about new information?	 Three yellow smiley faces are shown in a row. The first is a happy face with a wide, upward-curving mouth. The second is a neutral face with a straight horizontal line for a mouth. The third is a sad face with a downward-curving mouth.

Observation Tool Appendix C

Student	Writing Observation	Attitude Observation

Interview Questions Appendix D

1. What is writing?
2. How do you feel about writing?
3. What is Image-Making?
4. How do you feel about Image-Making?
5. How has your writing changed?

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