DOCUMENT RESUME

ED 337 800 CS 213 060

AUTHOR McMahon, Susan I.
TITLE The Development of One Student's Written and Oral Texts in Different Instructional Contexts. Elementary Subjects Center Series No. 46.
INSTITUTION Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Oct 91
CONTRACT G0098C0226
NOTE 37p.
AVAILABLE FROM Center for the Learning and Teaching of Elementary Subjects, Institute for Research in Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($3.50).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Case Studies; Classroom Research; Grade 5; Intermediate Grades; Reader Response; *Reading Instruction; Reading Skills; *Reading Writing Relationship
IDENTIFIERS *Literature Based Reading Programs; Reading Speaking Relationship; *Speaking Writing Relationship; Writing Contexts

ABSTRACT

A case study examined one fifth-grade student's developing response as he participated in a literature-based reading program. The student's response to text over time was traced via observations of the student, interviews, field notes, and written documents he created. Analysis, ongoing during and after the data collection, focused on three dimensions: people (Bart, the student), context (written and oral responses to texts), and time (one semester). It revealed emergent patterns illustrating a connection between Bart's written and oral texts. His written comments guided his contributions to small-group discussions and the topics introduced in these discussions shaped future written log entries. In addition, teacher emphasis on either personal response or reading skills led to differences in content and emphases within reading logs and during group discussions. Findings indicated that written responses greatly influence oral discussions and oral discussions influence further written responses. (Three figures are included and 30 references are attached). (Author/SR)

Elementary Subjects Center
Series No. 46

THE DEVELOPMENT OF ONE STUDENT'S WRITTEN AND ORAL TEXTS IN DIFFERENT INSTRUCTIONAL CONTEXTS

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Published by

The Center for the Learning and Teaching of Elementary Subjects
Institute for Research on Teaching
252 Erickson Hall
Michigan State University
East Lansing, Michigan 48824-1034

October 1991

This work is sponsored in part by the Center for the Learning and Teaching of Elementary Subjects, Institute for Research on Teaching, Michigan State University. The Center for the Learning and Teaching of Elementary Subjects is funded primarily by the Office of Educational Research and Improvement, U.S. Department of Education. The opinions expressed in this publication do not necessarily reflect the position, policy, or endorsement of the Office or Department (Cooperative Agreement No. G0098C0226).

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Abstract

This report presents a case study of one student's developing response as he participated in a literature-based reading program. The researcher observed this student, recorded field notes, collected written documents he created and interviewed him to trace his response to text over time. Analysis, ongoing during and after the data collection, focused on the three dimensions of people (Bart, the student), context (written and oral responses to texts), and time (one semester) and revealed emergent patterns illustrating a connection between Bart's written and oral texts. His written comments guided his contributions to small-group discussions and the topics introduced in these discussions shaped future written log entries. In addition, teacher emphasis on either personal response or reading skills led to differences in content and emphases within reading logs and during group discussions. Findings of this study indicate that written responses greatly influence oral discussions and oral discussions influence further written responses.

THE DEVELOPMENT OF ONE STUDENT'S WRITTEN AND ORAL TEXTS IN DIFFERENT INSTRUCTIONAL CONTEXTS[1]

Susan I. McMahon[2]

Research into reader response has focused primarily on the written and oral responses of students after reading a text (cf. Applebee, 1978; Purves & Beach, 1972) without considering the influence of the social context. While many researchers note the importance of the social context on learning (cf. Gavelek, 1986; Tharpe & Gallimore, 1988) and that reading is a social process (Bloom & Green, 1984), further research into the relationships among reading, writing, and responding orally to text within different contexts is needed.

Theoretical Perspective

Social Constructivism provides a relevant and current perspective on the study of response to literature. While literary critics and educational researchers have argued about where meaning resides (i.e., in the text, the reader, or as a result of the interaction between the two), a social constructivist perspective emphasizes the interaction among reader, text, and social context. Thus, rather then being viewed as a potentially "messy" variable that cannot be ignored, the social context is recognized as actively

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[1]This paper was originally presented at the annual meeting of the American Educational Research Association, Chicago, April 1991.

[2]Susan I. McMahon, assistant professor in the Department of Curriculum and Instruction, University of Wisconsin-Madison, is codirector of the Book Club Project of the Center for the Learning and Teaching of Elementary Subjects.

contributing to the construction of meaning. Meaning results from this interaction, rather than existing within any one aspect of it. The social constructivist perspective emphasizes the role of language used within a context on the development of an individual's thought processes. Adoption of this perspective provides insight into research on reader response to literature, a viewpoint consistent with Vygotsky's (1986) emphasis on the importance of focusing on the process of the learner's development, including the role of language on the development of thought. The interception between thought and language is verbal thought. While some experiences might be recorded in verbal thought, others, such as those connected with the arts, might not. Although we may be unable initially to express our response when it rests within nonverbal thought, instruction focused on response to literature may help learners find ways to become more articulate in expressing these images in language.

Current Instructional Contexts for the Study of Literature

From observational studies of high school classrooms, Beach and Hynds (1991) note that a transmission model dominates instruction. In this model, the teacher's voice is strongest, with students' expressions often inhibited. Literature instruction, and by implication opportunity for response, was often the domain of those in the upper tracks, while seatwork and other drills on

instructional strategies were prevalent with students of lower reading abilities. Such a model is consistent with findings from Applebee's (1989) work investigating secondary schools and with studies of elementary schools by Allington (1983) and Walmsley and Walp (1989) who found that students in the lower reading grcups had less opportunity to read connected text and spent more time practicing discrete and isolated skills. Cianciolo (1988) has argued that even in classrooms where literature is prominent, the literature is used as a source for comprehension instruction, rather than to elicit students' genuine response to the work's literary aspects.

Beach and Hynds (1991) detail assumptions about reading, readers, text, and curricula instrumental in developing instructional interventions to enhance elementary readers' response. Assumptions about reading include focusing on reading as a transactive process in which meaning evolves over time and includes emotions as an integral part. Assumptions about readers include recognizing the prior experiences that influence the meaning they construct, that their response is not independent of the stance they take toward the text, and that the development of readers' abilities are contextually based. Assumptions about text recognize that any text exists in reference to other existing texts (i.e., intertextuality), and that text structures are not independent, but related to the knowledge structures of the

individuals and the orientation and purposes they bring to the reading act. Finally, assumptions about curricula must involve recognizing that successful test-taking is not the same as understanding, "knowledge" about conventions is not equal to "achievement," and that large scale normative tests (i.e., comprehension and other tests of reading achievement) "fail to recognize the incredible range, diversity, and complexity of readers' responses" (Beach & Hynds, 1991, p. 479).

While studies such as these give us a clearer understanding of the processes of response and potential for developing this process, they do not examine how changes in the context over time may influence student written and oral response groups.

Relationships Between Reading, Writing, and Response

That reading and writing are related in substantive ways has been documented across a range of studies using a variety of methodological approaches (see McCarthey & Raphael, in press; Tierney & Shanahan, 1991). Intervention studies have suggested that writing can influence reading and reading can influence writing (Colvin-Murphy, 1986; Marshall, 1987). Correlational studies (e.g., Shanahan, 1984) suggest shared cognitive processes. Yet, information about the relationships among reading, writing, and oral discussion has been much less extensive.

Whereas studies of connections between orality and literacy have a long history, much of the earlier work in this area focused on relationships between listening and reading (see Sticht & James, 1984), or on relationships as literacy emerges (e.g., Harste, Burke, & Woodward, 1982; Paley, 1981). More recently, oral discussion and reading have been studied directly (e.g., Alvermann & Hayes, 1989) but with a focus on high school students in content learning. Less is understood about the relationship between elementary students' writing and their oral discussion and the ways in which each potentially influences the other as students respond to literature.

The Current Study

The purpose of the current study is to extend efforts to understand how the process of response occurs for elementary readers and to explore the nature of the instructional contexts that create opportunities for the development of elementary readers' responses. To understand written and oral response to text over time, I developed a case study of one student, Bart, during one semester of instruction. At the time of the study, Bart was a fifth-grade student in a classroom context that reflected the assumptions about literacy instruction noted by Beach and Hynds (1991). That is, response to text develops over time, results from emotional involvement with text and the stance the reader takes, draws on prior experiences, and reflects the

instructional context. The specific questions addressed are (1) What is the relationship between written and oral response to literature? and (2) How does the instructional context influence these responses?

Method

Using the dimensions of people, context, and time (Hammersley & Atkinson, 1983), I observed and drew samples for the case study. The people dimension focuses on Bart. The context dimension includes texts (i.e., written and oral response to selections including chapter and picture books) and settings (i.e., working individually, with the whole class, and in a small group; and participating in interviews). The time dimension occurs over the course of the fall semester of the academic year.

Participants

Bart is 1 of 27 fifth-grade students in an urban neighborhood school with students from a range of ethnic backgrounds. Bart seemed to be well-liked by both his peers and the adults in the school, and comfortable with himself. His choice of pseudonym reflected his identification with Bart Simpson as his alter-ego. At the beginning of the year, Bart was described as an engaging and verbal student who sought the approval of both teachers and peers. This sometimes led to conflicts in that Bart engaged in behaviors designed to please and perhaps entertain his peers, behaviors that the

teacher, principal, or librarian found less amusing. However, Bart worked as hard to satisfy academic expectations as he did to entertain his peers and operated within the average to high ability range.

Through the ongoing analysis of the data, certain patterns emerged that made Bart an interesting student for this case study. First, unlike other students who tended to remain closely text-based in their responses (McMahon, 1990), Bart consistently moved beyond the text at the beginning of the year. Second, during a unit about World War II, I noted his changing attitudes about war and death. Finally, I noticed that his responses seemed to change again when the focus of the unit moved to the fourth book, Number the Stars (Lowry, 1989). I continued to refocus observations of him, looking at the influence of major themes developing in his responses.

Types of Data Collected

Data collected included a series of transcripts of oral discussions, field notes, interviews, and student written documents from a unit on World War II.

Instructional documents. Every day students read, responded in reading logs, and discussed their written responses in small groups called "Book Clubs." During the first part of the unit, reading logs included prompts that elicited personal reactions to the text. For example, a common reading log

prompt was, "A section from Sadako I would like to read to my Book Club group . . ." followed by a number of blank lines and another prompt, "Why do I want to share this with Book Club?" Later in the unit, instruction focused more on the skill of making and revising predictions. For this part of the unit, reading logs contained only blank pages, providing the teacher with an opportunity to create a prompt grounded in that day's reading.

World War II unit. Information about Bart's response to chapter books and his ability to synthesize across related texts involved a ten-week unit on World War II. During this unit, students participated in small, heterogeneous, student-directed groups called "Book Clubs," consisting of five peers. Students' reading logs for this section of the unit included specific prompts. For example, all logs included lined as well as unlined pages to encourage students to draw sections of the text they found particularly memorable. Prompts asked them to relate sections of the text they liked or wanted to discuss in Book Club.

For the first half of the unit, the students read literature about Japanese people and animals before, during, and after the bombing of Hiroshima and Nagasaki. Texts included Sadako and the Thousand Paper Cranes (Coerr, 1977), Faithful Elephants (Tsuchiya, 1951), and Hiroshima No Pika (Maruki, 1980). Students read and critiqued the chapter book, Sadako and the Thousand

Paper Cranes, over a three-week period, making daily entries in the reading log and discussing their entries in small and large groups. One concluding activity consisted of a critique of the book. For this, the class discussed what the author had done well and what they would suggest she do differently. They followed this discussion by writing their own critique of the book.

Following the reading of Sadako, students listened to and read Hiroshima No Pika over a two-day period, then repeated a similar schedule for Faithful Elephants. One synthesis activity for these books consisted of comparing and contrasting the two American versions of the picture books as well as comparing the American and Japanese versions.

After reading all three books set in Japan, students participated in two additional synthesis activities. First, they wrote a synthesis examining each book's contribution to a general theme each student identified (e.g., "unfair d_ing," "atom bombs dropping"). The second activity involved a visit by a Japanese-American whose family is from Hiroshima. She discussed her family's experiences during the dropping of the atom bomb and the cultural meaning underlying paper cranes. She ended by teaching them to make paper cranes to send to the peace museum in Japan.

For the next three-week section of the unit, students forme_ new Book Club groups as their attention shifted to Europe during World War TI, reading

Number the Stars (Lowry, 1989). The class followed a pattern similar to that of Sadako and the Thousand Paper Cranes. That is, each day they read sections of the book, made entries in their reading logs, and discussed entries in small and large groups. Reading log prompts no longer focused on personal response but on the skill of making and revising predictions instead.

Written documentation from the entire unit included entries in Bart's reading logs and his synthesis papers. Field notes were collected twice a week, written as I observed Bart as he participated in Book Club and whole class discussions, as well as when he was working on his own. Transcripts were made of each of the Book Club discussions, and Bart was interviewed during and at the end of the unit to explore his thinking behind his written responses and comments during discussions.

Data Analyses

Data analyses were ongoing during data collection using methods recommended by Spradley (1980) and Bogdan and Biklen (1982). During data collection, the author met weekly with other researchers and teachers on the project. During the meetings, we focused on the patterns we saw emerging in several students' response activities, the relationship of these patterns to those we saw in other students, and the potential categories emerging from the data that could help focus questions and further observations and interviews.

Concurrently and subsequent to the data collection, data was then indexed, sorted, and coded according to the themes and patterns identified.

Patterns of Bart's Responses

Throughout the World War II unit a clear relationship between Bart's written and oral responses developed. In addition, his responses reflected three major themes: (1) a changing view of war, (2) the influence of his own prior knowledge and interests in response to text, and (3) a gender influence on his reading (McMahon, Pardo, & Raphael, in press). For the purposes of this paper, Bart's changing view of war will be used to illustrate the relationship between his written and oral responses to text.

Focus on Japan durin World War II. One of Bart's early written responses focused on weapons to fight a war and the idea that people died. There was little evidence that Bart questioned the idea of war, the outcomes, or any particular value judgement. In one of his reading log entries, he drew a figure of the Peace Day carnival being bombed (see Figure 1, September 28).

As a representation of Bart's perspective on war, this drawing illustrates perhaps a typical fifth-grader's perception. In this drawing, many small, faceless figures fall soundlessly to their death. People on the ground are drawn exactly like those falling. There is no evidence of pain, suffering, or death.

Shortly after drawing this, Bart shared it with his Book Club group. His oral response, like the drawing, reflected a lack of concern for those hurt in war. Further, he and the other Book Club members found humor in his drawing as they engaged in conversation about the bombing of the carnival. While this particular section of transcript includes the conversation between Bart and Chris only, the other members appeared to be listening actively.

Bart: I drew um, that um, airplane dropping a bomb on that fair. And there's dead people laying on the ground (he laughed) and um it it exploded, and gas is killing them, they're all falling on the ground, and their eyes are popped out. And they're dead. And they fell off the roller coaster, (laughter in group) splattered. (Laughter by Bart.)

Chris: I drew. I drew . . . I drew the story of the bomb falling on the fair (laughter in group and from Chris). Boom! Boom! And people said, "Heeelp! Heeeelp!"

(Lots of laughter in group. Bart interrupted as follows:)

Bart: I'm dying. The gas is getting too (?) (Laughing too hard to be understood.)

(Still laughter. Chris continued as follows:)

Chris: And they trying to run to their houses saying, "Help! Help! Let me in." And their brains poppin' out their heads. (October 1)

Field notes from this discussion described all of the students as actively involved. They were sitting closely together in a circle listening to Bart and Chris discuss their drawings. All five group members laughed at Bart and Chris's descriptions. Bart contributed ideas to Chris's explanation, adding to a general sense that war and bombs can be funny. Observational data

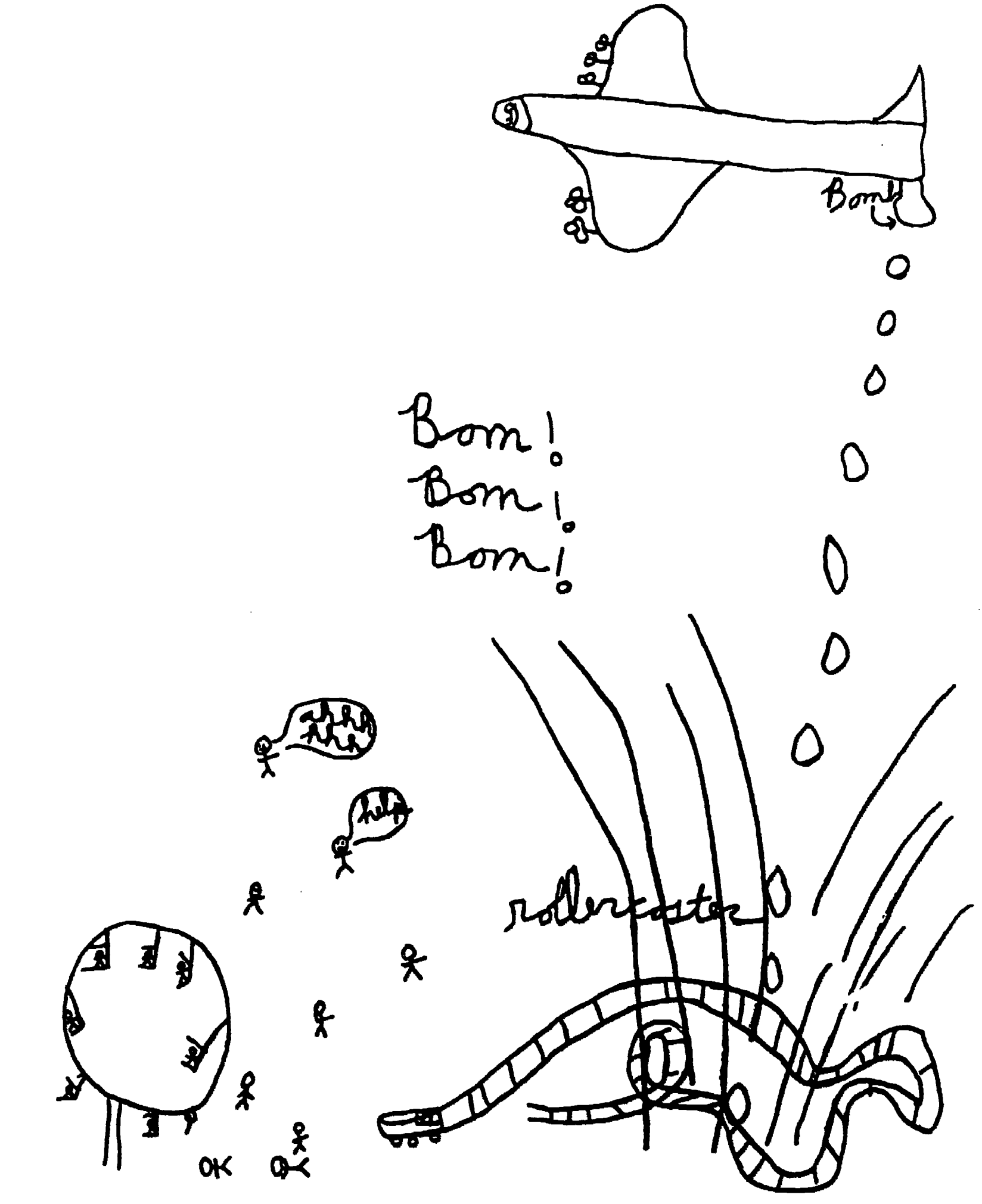

Figure 1. Bart's log entry, September 28, 1990.

indicated that that reaction was what Bart had intended since he was smiling and continued to interact with his group over issues related to his or Chris's drawing. Thus, his oral response elaborated his drawing, adding detail and humor.

The next day, after additional reading, the students' discussion again focused on the effects of bombing and the drawings. Group discussion centered around what they thought happened when an atomic bomb dropped. Bart picked up on a comment he made the previous day describing how atomic bombs emitted a gas. Together, he and Lissa took turns explaining how an atomic bomb resembled a mushroom when it exploded. As a result of the tone of the conversation, Mondo confronted Bart about the topic and discussion with Chris the previous day.

Lissa:	That's what happened. I saw it in the book the same story [hitting the desk], I saw it in my book and it made a mushroom-shaped cloud.
Bart:	Mushroom-shaped.
Lissa:	And it killed almost every one around.
Bart:	Yup, like that. (Moving his hands up, illustrating an explosion.)
Lissa:	No, it goes like this. It goes shh. (Moving her hands higher in the air and tracing the form of a mushroom.)
Bart:	Yeah, that's what I did I went like. (Moving his hands as before except in a more exaggerated way.)
Martisse:	When the bomb hit boom!
Bart:	The bomb could travel, the gas could travel up, cause when the wind, cause when the gas is in the air the

wind blows it and it goes to country to country to country and they all die.

Mondo: But I don't think that's funny what you said yesterday.

Bart: What?

Mondo: When the people who were blowing off the roller coaster. That's not funny.

Bart: But they were, but they were falling off the roller coaster. Where else would they be? Still riding it and having fun when the bomb hit it?

Mondo: That's still bogue. (October 2)

This conversation illustrated two key aspects about the relationship between written and oral responses. First, as students bring in their own ideas, they begin to construct meaning together. No individual student has a lot of knowledge about the atomic bomb; however, all contribute to making sense of the event mentioned in the book. A second interesting factor is that further reading and the subsequent interaction have caused Mondo to rethink his own drawing and amusement over Bart's. In this interaction, Bart defended his previous position. Slightly over a week later, though, Bart's journal entry revealed a more thoughtful consideration about death.

During the intervening week, students continued to read the book, write entries into their logs, and discuss their entries in Book Club. Writing activities included drawing a character map of Sadako and making a sequencing chart of major events in the novel. Unlike other students who described things Sadako did, Bart listed things Sadako liked or aspects of her

personality in his character map. For example, he stated, "she likes the carnival," "she likes to play," "she likes cotton candy," "loves the family," "she likes to run," and "she's sensitive." His sequencing activity focused on disease and death (see Figure 2, October 4). He began this activity with a drawing of the bombing of Japan, followed by Sadako's grandmother's death, Sadako's falling ill, and her friend Kenji's death. After these written activities and related class discussions, Bart's next journal entry revealed a more thoughtful consideration about death. After reading approximately half of the novel, the journal prompt asked students to record some part of the chapter they most wanted to discuss in their groups and explain wh . Bart cited, "as Sadako grew weaker, she thought more about death" from the book. He explained that he wanted to share this with his group, "because I wanted to know what it's like dying . . . I always wondered if dying hurted but it is like falling asleep slowly"[3] (October 9). Bart's focus had changed from the aloofness we saw in his drawing of the bombing of the carnival and the humor of the subsequent oral discussion. This written response underscored Bart's new thinking that questioned whether pain was associated with death.

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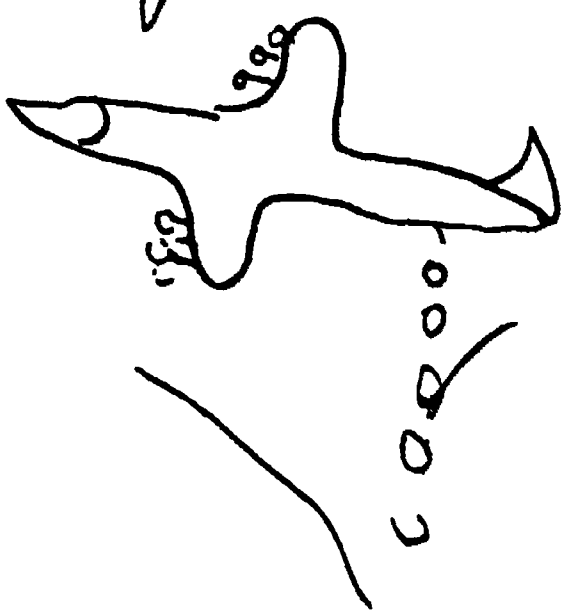
[3]The student writing quoted here and subsequently reproduces what the student(s) wrote and may include misspellings as they appeared in the original.

Later in the unit after additional reading, writing, and discussion about Sadako's battle with leukemia, Bart made an entry in his reading log depicting Sadako's funeral (see Figure 3, October 18). There are several points to notice. First, Bart drew tears on Sadako's parents' faces. Second, he drew bowls of rice and egg rolls on top of her tomb. When interviewed about the picture, he stated that these were Sadako's favorite foods and he thought she would have liked them. His written representation, his peer discussions, and his written responses during the interview indicate that he was beginning to think about the victims of the war. They were no longer faceless figures falling to the ground, but real people with families and desires.

After having read Hiroshima No Pika but before the class reading of Faithful Elephants, Bart's Book Club again focused on people during war. Another member of Bart's group, Martisse, began the discussion with her journal entry about the innocent dying. Bart responded, "I didn't write about that. I wrote about people trying to live" (October 29). This comment might illustrate Bart's desire to change the focus of the discussions to survival. In his reading log, he recorded these same feelings. Bart wrote in his log, "The book is a very sad one. I feel sorry for all the people who died. I would knot be able to talk about the bomb if it happened to me" (October 29).

1 The USA drops a bomb on the fair



their grandm. gets lukema and dies

3 and Sadako gets lukema and they in the hospital

and Sadako meets Kenjie and Kenjie dies

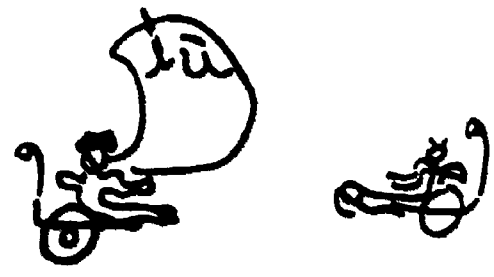


Figure 2. Bart's log entry, October 4. 1990.

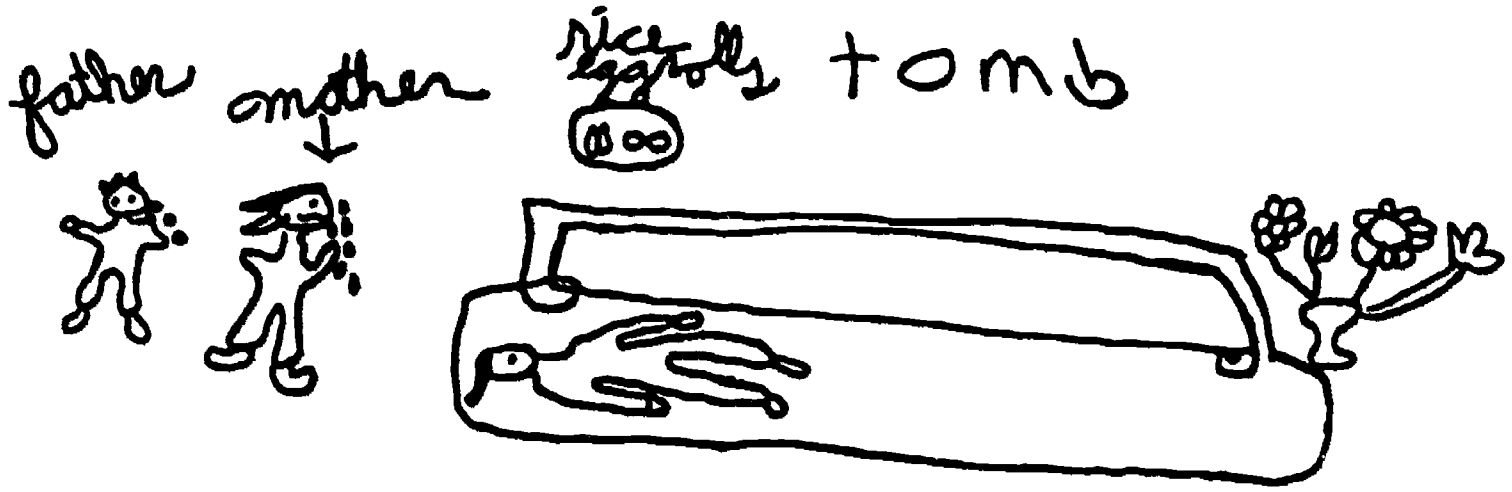


Figure 3. Bart's log entry, October 18, 1990.

Combined with his demonstrated sensitivity toward Sadako and her death, this helps to reveal Bart's developing response that war hurts people. Both Bart's written log entries and his comments during oral discussion illustrated he wanted to focus on survival instead of defeat, illustrating again the reciprocal relationship between his written and oral responses.

Later during the same class period, Bart listened to and read the picture book, Faithful Elephants, a story relating the dilemma many zoo keepers in major cities throughout the world confronted during World War II. This story recounts how managers of the Tokyo zoo worried that increased bombing of the city could damage zoo buildings and release dangerous animals. To prevent innocent people from being hurt, they decided to destroy all potentially dangerous animals. This became problematic for the zoo keepers since three such targeted animals were trained elephants they had grown to love.

Before reading the story, the teacher had children examine the cover and predict what they thought the story was about. Bart wrote, "It might be about people using animals to fight in the war or it could be about using animals weapons like elephants tucks, training them how to use animals weapons to kill shoulders in the war" (October 29). At this point, his initial response was to think of the elephants as weapons, not considering that animals, too, are

frequently victims of war. After reading the book, Bart was subdued and commented to the teacher, and in his log, that he felt very sad. His log entry focused on how the zoo keepers starved the elephants. "This story was more sad than the one Yesterday if I had elephants I would feed them every day so they would not starve" (October 29). Later, his comments in Book Club echoed the same theme. "The topic I wanna share about is the elephants getting no food. The elephants were innocent. They didn't do one thing. They didn't do one thing. They were innocent. If they [the zoo keepers] loved them so much . . . they could have been alive, right? And they could've been happy. And I bet you, I bet you that bomb didn't even hit that zoo" (October 29).

Both Bart's written and oral responses throughout this section of the unit illustrate that he began to see war as something real, specifically that one aspect of war is the death of innocent beings. In a synthesis activity for the three texts in this unit, he met with his Book Club to talk about themes and ideas they could address in their papers. In a brief conversation that followed, the students shared their feelings that war was sad, and that a lot of innocent people and animals were hurt. Bart began his synthesis paper with, "I am going to talk about 3 really good Japanese books. These 3 books are about a bomb killing Elephants and people" (October 31). On a planning

sheet, he indicated that his self-selected topic for the synthesis paper would be the killing of innocent people and animals because of war.

As his written and oral responses to the text indicated, Bart's perspective on war changed since he seemed to express greater sensitivity to death and a growing concern about the suffering attributed to war. In his synthesis paper, he wrote

> Sadakio was Innocent she was only 3 or 5 years old. she was Innocent se did knot deserve to die. . . . Many people died in Hiroshima all those people were Inoccent. The people that dropped the bomb on perl Harbor were not Inoccent. . . . After a few days the father died from all the Ingeries he had. He was Inoccent. (October 31)

An integral part of this unit was a focus on student written and oral responses that reflected their own interests. During this section of the war unit, Bart demonstrated a growing depth and range of responses to the affects of war on innocent people. The relationship between his written and oral responses illustrated this development. Prompts in the reading logs encouraged personal responses by asking for sections they wanted to discuss and for their own ideas about events in the texts. Such written entries led to Book Club meetings that were highly interactive and directed by studert interests. Examination of log entries, transcripts of Book Club meetings, and field notes taken during class reveal that Bart's written responses grew from comments made during Book Club meetings and that his oral responses were based

on drawings and written comments in his log. In the next section of the unit, Bart's written and oral responses continued to illustrate this relationship even though the instructional focus and the content of his responses changed.

Focus on Europe during World War II. For the next phase of the war unit, students read and responded to the novel Number the Stars (Lowry, 1989). In addition to regrouping students for Book Clubs, the reading logs were more openended. Even though logs continued to contain pages with lines for written responses and blank pages for drawings, no specific questions were included. Instead, the instructional focus became the making and revising of predictions about the text. Bart's written and oral responses for Number the Stars reflected a focus on the content of the text. During this unit, Bart's responses reflect more summarizing of events and his Book Club discussions mirror this influence. There is less "meat" to discuss, so students merely read what they had written in a round-robin fashion.

Early in the reading of the book, the teacher asked students to reflect on how the main characters, Annemarie and Ellen, felt when they were stopped by Nazi guards. Bart's response appeared to draw on his personal experience, reflecting the attitude a child stopped by the building principal might have. In his reading log he wrote,

> I think they felt that the two soldiers were mean. And I think the two girls felt that the sodiers were mad. And maybe those two girls Annamarie and Elen thought they should knot hang around the guards because they had a bad attatude. (November 8)

Bart's response reflected a child's perspective on being stopped by an adult. The child perceives the adult as being mean and angry since the adult has interrupted the child's play.

During the same class period, students shared their written responses in their Book Clubs. Bart used this time to restate what he had written. He began and ended his involvement early in the discussion with,

> I think that they felt the two soldiers were mean. (pause) And I think that the two girls felt that the soldiers were mad. And shouldn't hang around them, and maybe those two girls, Mary Ann [Annemarie] and Ellen thought they should not hang around them because they had a bad attitude. And I drew a picture of the guards on the side walk, saying 'halt' and I drew the girls hair in the air running. I tried to make this as realistic as I could. (November 8)

Bart's contribution to his Book Club is closely connected to his written log entry. His reference to realism seemed authentic since his response seemed to be drawn from his own personal experience when he had been in trouble. This response is not unusual for an American 10-year-old since it does not demonstrate the fear one might associate with being stopped by Nazi soldiers. Further, since the previous texts did not include characters' reactions to enemy soldiers, Bart must draw from his own childhood experiences to predict how the two girls in the novel might react.

As this unit continued, Bart's responses began to summarize text events without adding any personal reactions. For example, one of Bart's log entries related an incident in which the two young girls in the book are involved in a dangerous episode in Annemarie's house. In the novel, Annemarie's parents decide to hide her Jewish friend, Ellen, in their home while Ellen's parents plan an escape from the Nazis. Bart related this in his log entry by summarizing the events and including minimal interpretation, but indicating no personal response. He wrote, "The soldiers asked papa and mother Where did you get the Dark haired one, which was Ellen. so the soidders took the family record. but the Johansans pruved them wrong by tricking them" (November 14).

Further demonstrating the relationship between his written and oral responses, Bart's contributions to Book Club discussions also became limited to events outlined within the text. For one such meeting the teacher asked the students to predict the dangerous mission which the main character, Annemarie, was destined to pursue. Bart's response reflected only events closely tied to the text without any personal reactions. He shared the following with his group, "The story could be about Annemarie going on a mission to save Ellen from the Nazis. Annemarie likes her friend and so she tries to get past the Nazis to save her friend. I'm done" (November 20). Bart's participation was limited to reading his log without further

elaboration. He indicated he had finished by simply saying, "I'm done." His prediction did not foster a response from his peers since his response was followed by another student reading his log entry without any connections to Bart's ideas.

One of Bart's final log entries revealed how his responses have become so closely bounded by the text that he even included a direct quote without any interpretation of his own.

> Annmarie said why are you lying. It was said to Uncle Henrik. They said They wanted her to be brave. it was Peter neilson that walked in the door way. he use to bring her family beer and food during the war. Ellen's mom was there that was the suprise. (November 27)

Bart's attention to the text in both his written and oral responses was not unique. This lack of personal response became characteristic for many students' responses and the teacher noted the lack of sustained conversations in the small groups. To facilitate better interactions, the teacher modified her own instruction. She modeled how she might respond in a Book Club. In addition, she led class discussions exploring sections of transcripts from different Book Club meetings to illustrate what does and does not support an interactive conversation. Finally, she suggested students ask one another questions after they had shared their log entry. Despite these instructional foci, group discussions became routinized. That is, students each read a

journal entry without interacting over the ideas presented. Toward the end of the novel, the following interchange took place.

Bart: I put Annemarie was walking down the path, and all of a sudden she saw two soldiers. Two soldiers stopped her and said, "My dogs smell meat." So the two, so the soldiers went through her bag and took everything out, and took everything out, yeah. Two soldiers took the bread and gave it to the two dogs, and, um, so then, um, Annemarie was, was crying like she was thinking all the things Kirstie would do, so she was doing that, and she said (talking in a voice like a child's), "My Uncle Henrich's gonna be mad at me," and she was crying and stuff, so, so then the soldiers said, "All right, go ahead, but tell, tell your Uncle Henrich and your mom that I gave the dogs your bread, so that's what I wrote.

Anthony: Okay, I put . . .

Martisse: (At the same time as Anthony) Uhmm.

(Pause, some whispering.)

Bart: I'm pointing, I'm pointing. (pause) Martisse.

(Bart selects Martisse to ask him a question.)

Martisse: Why do you think the dogs smelled the meat?

Bart: Well, I thought that, well, I thought that the dogs smelled the meat. It really, I really knew that the dogs smelled meat because it said in the story, and the soldiers said it, and I, I, the way the dogs were acting, I think they did smell the meat, so that's why. (December 17)

This section of transcript illustrates how written log entries dominate the oral interactions. Bart's initial response included reading his log entry and nothing more. Anthony attempted to continue by reading his log without interacting over Bart's, but Martisse remembered the teacher's suggestion that they ask one another questions. Her question about Bart's entry is one that required drawing from the text since his answer was, "because it said in the

story." This interaction ended with Bart's explanation and no further discussion. Neither Bart's reading of his log, Martisse's question, nor Bart's answer elicited further interactions because they are closely bounded by the events in the novel. The focus on predictions for the written log had led students to refrain from including personal reactions during the Book Club discussions.

During this last section of the unit on World War II, Bart's written and oral responses continued to influence one another as both became more summative and less personal. His oral responses in Book Club related to what he had written in his log without elaboration. He patiently listened to others read their entry without feedback.

Concluding Comments

Throughout the World War II unit, a clear relationship between Bart's written and oral responses to literature emerged. His written responses guided his oral comments during Book Club and the interactions that ensued shaped subsequent log entries. This relationship was influenced by the differences in the social context. During the first part of the unit focusing on World War II, student reading logs and directions from the teacher focused on the students' areas of interest. Prompts such as, "What part of this chapter do you want to share with your Book Club group?" and "Why?" helped

Bart think in terms of what he found interesting or important. The focus was on providing personal responses to the text and seemed to encourage Bart and his peers to use time in their Book Clubs to interact over the ideas each presented. In the latter part of the unit, these prompts became more focused on the skills of making and revising predictions. The result of such prompts was that Bart responded both in oral and written discourse that was very closely grounded in the events of the text, frequently little more than summaries of what he had read. Prompts that focused on making and revising predictions prevented Bart from recording and discussing his own emotional response and the relationships among his prior knowledge, his own experiences, and the text. Clearly this orientation on predictions influenced how Bart read and responded.

As Beach and Hynds (1991) noted, several assumptions about reading, the reader, the text, and the curricula are essential in developing an instructional intervention. As this study demonstrates, these do indeed influence a reader's response. Bart studied World War II for an entire semester. Therefore, he had sufficient time to develop his response to the texts regarding this theme. Over time, his responses do change and develop. However, time is not the only factor. Several changes took place as the class focus moved from Japan to Europe during World War II. The obvious change was

the focus on different cultures. As noted elsewhere (McMahon, Pardo, & Raphael, in press), Bart's Japanese heritage highly influenced his responses to the texts written about that country. A second change was in the constitution of the Book Club groups. While Bart's group contained three of the original members, Bart's friend Chris and another boy moved to another group. This, too, influenced Bart's response (McMahon, in preparation). A final, and perhaps the most influential, factor of importance clearly affecting Bart's response was the instructional focus on predictions. By changing the focus from the reader's personal response to prediction, the prompts denied Bart the option of drawing on personal experiences, on relating areas of interest, and on reacting emotionally to the text. Furthermore, it changed his stance from reading for personal reasons to reading for an instructional goal--revising the previous prediction. Bart began to summarize events in the text and no longer engaged in discussions.

The changes in Bart's response to texts throughout this unit seem to provide evidence that Cianciolo (1988) is correct in her position that literature can be used to monitor comprehension and, thus, stifle personal response. Despite the fact that Bart was reading literature, his written and oral responses were guided by prompts provided by the teacher. Given his desire to do well in class, this is not surprising. When the prompts asked

for personal reactions, Bart obliged. When they asked for predictions from the text, he provided basal-type answers, limiting himself to predicting upcoming events and then modifying these predictions after reading. Such prompts did not allow him to draw on personal experiences. Furthermore, Book Club discussions became a recounting of listed predictions, not conversations about ideas. Such a focus not only influenced what students wrote, but also influenced how they discussed literature.

The findings of this study demonstrate that the content and expectation for written responses greatly influenced oral discussion. Book Club discussions began with students' written responses in their logs. These discussions, in turn, influenced subsequent log entries. Thus, a cycle of written log entries affecting oral discussion and oral discussion affecting future written responses evolved. Even though the content and emphasis of responses varied across sections of the unit, the relationship between written and oral texts remained the same. While this work helps us to understand this relationship between written and oral response, further work needs to explore more fully how such log entries and discussions influence how the student reads text.

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