

Mount Saint Vincent University

An investigation of the use of graphic organizers
coupled with a checklist to improve student response writing

by

Elaine A. Price

B.A., Saint Mary's University
A.Ed., Nova Scotia Teacher's College (T.C.5)
B.Ed., Mount Saint Vincent University
M.Ed., Mount Saint Vincent University

A thesis submitted to the Faculty of Graduate Studies and Research
in partial fulfillment of the requirements
for the degree of

Master of Arts
in
Education

Department of Education

Halifax, Nova Scotia
Fall 2008

Abstract

Graphic organizers are believed to be beneficial for organizational purposes, and through this study, using a formative experimental approach, a herringbone style was used to investigate impact on student book and poetry response writing. Groups of Struggling Writers need something to simplify the task of good response writing; thus, this study was carried out to compare the impact of the use of a graphic organizer and teacher-prepared criteria/information handouts, to the sole use of information handouts on student response writing. The study also compared the impact of a checklist and a correct-usage resource handout to the sole use of a resource handout for editing purposes. To address the continued problem of poor student editing/proofreading, a one-step-at-a-time proofreading approach was linked with the checklist. The participants involved ten grade seven students, indicated as Struggling Writers through testing by the Nova Scotia Department of Education, who participated in this study for a period of thirty-one school days. Within this study, a quantitative analysis, demonstrates that all ten improved in their responses with the use of a graphic organizer and a checklist for their book and poetry response writing. Participants showed significant increases of number of entries between their book responses, and between their poetry responses for two different poems. For checklist usage, the total mean increase for difference correct of proper usage of capital letters, commas, quotation marks, and end punctuation for the book and poetry responses was significant. This formative experimental model approach also investigated the reshaping of the interventions used, the impact of inhibitor factors on participant responses, and environmental changes - resulting future use of the interventions. Given the success of the use of the graphic organizer and checklist within this study, recommendations for future research are provided. These results will be of interest to educators for instructional purposes.

Acknowledgements

This study could never have happened without the participants, who worked very hard every day, even during the hot month of June, and I would like to thank them for their effort and participation.

I would like to sincerely thank my supervisor, Dr. Mary Jane Harkins, for her motivation, guidance, and patience. Also, I would like to thank my committee member, Dr. Michael Foley for his continued support.

I would also like to thank Mason T. MacDonald, research associate at the Nova Scotia Agricultural College, for his explanations and assistance with the technical aspects of the statistics.

As well, I could not have continued to take courses for so many years without the support of my husband, Michael Price.

List of Tables

Table 5.1: Pre/Post Test Matters of Correctness Capital Letters.....	48
Table 5.2: Pre/Post Test Matters of Correctness Commas.....	50
Table 5.3: Pre/Post Test Matters of Correctness Quotation Marks.....	51
Table 5.4: Pre/Post Test Matters of Correctness End Punctuation.....	53
Table 5.5: Pre/Post Test Matters of Correctness Totals.....	55
Table 5.6: Book Response - increase of number of entries between no use and use of a graphic organizer.....	57
Table 5.7: Book Response - difference correct for responses written without then with the use of a checklist for matters of correctness.....	61
Table 5.8: Poetry Response 1 st poem - increase of number of entries, without and with the use of a graphic organizer.....	69
Table 5.9: Poetry Response 1 st poem - difference correct for responses written without, then with the use of a checklist for matters of correctness.....	74
Table 5.10: Poetry Response 2nd poem - increase of number of entries between no use and use of a graphic organizer.....	82
Table 5.11: Poetry Response 2 nd poem - difference correct for responses written without then with the use of a checklist for matters of correctness.....	87

List of Figures

Figure 5.1. Book Response – mean scores of number of entries for Areas of Analysis, Expanding Ideas, Support of Points written without then with the use of a graphic organizer..... 57

Figure 5.2. Book Response – comparison of mean percentages correct, without and with the use of a checklist for matters of correctness..... 62

Figure 5.3. Poetry Response 1st poem – mean scores of number of entries for Areas of Analysis, Expanding Ideas, Support of Points, without and with the use of a graphic organizer..... 70

Figure 5.4. Poetry Response 1st poem – comparison of mean percentages correct without and with the use of a checklist for matters of correctness..... 74

Figure 5.5. Response 2nd poem – mean scores of number of entries for Areas of Analysis, Expanding Ideas, Support of Points, without and with the use of a graphic organizer..... 83

Figure 5.6. Poetry Response 2nd poem – comparison of mean percentages correct, without and with the use of a checklist for matters of correctness..... 87

Figure 5.7. Book Response – inhibitor factors from questions 1-7 on questionnaire..... 103

Figure 5.8. Poetry Response – inhibitor factors from questions 1-7 on questionnaire..... 106

Table of Contents

ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	ii
LIST OF TABLES	iii
LIST OF FIGURES.....	iv
TABLE OF CONTENTS.....	v
CHAPTER 1: INTRODUCTION.....	1
Preliminary Study.....	1
Purpose and Aim.....	2
Research Questions.....	3
Terms and Definitions.....	4
CHAPTER II: LITERATURE REVIEW.....	8
Development of Graphic Organizers.....	8
Summary.....	16
CHAPTER III: METHODOLOGY	18
Introduction.....	18
Interventions.....	18
Formative Experimental Model.....	20
Participants.....	22
Materials and Instrumentation.....	23
CHAPTER IV: PROCEDURE AND DATA ANALYSIS.....	26
Introduction.....	26
First Book Response.....	27
Graphic Organizer use for Book Response.....	29
Checklist use for Book Response.....	30
1st Poem – Poetry Response.....	32
1st Poem – Graphic Organizer use for Poetry Response.....	33
1st Poem – Checklist use for Poetry Response.....	34
2 nd Poem – Poetry Response.....	35
2 nd Poem – Graphic Organizer use for Poetry Response.....	36
2 nd Poem – Checklist use for Poetry Response.....	37
Questionnaire.....	37
Data Analysis.....	38
Pretest - Post test.....	39
Book Response, Poetry Responses (two poems) – with/without a Graphic organizer.....	40

Book Response, Poetry Responses (two poems) – with and without a checklist.....	41
Impact of a Graphic Organizer on Book and Poetry Responses.....	43
Impact of a Checklist for Matters of Correctness on Book and Poetry Responses.....	43
Instructional intervention – improvement.....	43
Generalization/internalization of checklist use.....	44
Questionnaire – factor impact on effectiveness of use of interventions	44
Environmental change - future use of interventions for book/poetry response writing.....	45
Prior Use factor on Environmental Change.....	45
Preference of Instrument Usage.....	46
 CHAPTER V: FINDINGS AND DISCUSSION.....	 47
Pretest - Post test.....	47
Pretest Matters of Correctness Capital Letters.....	47
Post Test Matters of Correctness Capital Letters.....	48
Pretest Matters of Correctness Commas.....	49
Post test Matters of Correctness Commas.....	49
Pretest Matters of Correctness Quotation Marks.....	50
Post test Matters of Correctness Quotation Marks.....	51
Pretest Matters of Correctness End Punctuation.....	52
Post test Matters of Correctness End Punctuation.....	52
Pretest Matters of Correctness Totals.....	54
Post test Matters of Correctness Totals.....	54
Summary.....	55
Book Response – with and without a graphic organizer.....	56
Areas of Analysis – book response.....	57
Expanding Ideas – book response.....	58
Support of Points – book response.....	59
Summary.....	59
Book Response – with and without a checklist.....	60
Book Response without use of a checklist – capital letters.....	62
Book Response with use of a checklist – capital letters.....	62
Book Response without use of a checklist – commas.....	63
Book Response with use of a checklist – commas.....	63
Book Response without use of a checklist – quotation marks.....	64
Book Response with use of a checklist – quotation marks.....	65
Book Response without use of a checklist – end punctuation.....	65
Book Response with use of a checklist – end punctuation.....	66
Book Response without use of a checklist – Totals for matters of correctness.....	67
Book Response with use of a checklist – Totals for matters of correctness.....	67
Summary.....	68

Poetry Response – first poem with and without a graphic organizer.....	68
Areas of Analysis – first poem.....	70
Expanding Ideas – first poem.....	71
Support of Points – first poem.....	71
Summary.....	72
Poetry Response – first poem with and without a checklist.....	73
Poetry Response first poem without use of a checklist	
– capital letters.....	75
Poetry Response first poem with use of a checklist – capital letters...	75
Poetry Response first poem without use of a checklist – commas.....	76
Poetry Response first poem with use of a checklist – commas.....	76
Poetry Response first poem without use of a checklist	
– quotation marks.....	77
Poetry Response first poem with use of a checklist	
– quotation marks.....	78
Poetry Response first poem without use of a checklist	
– end punctuation.....	79
Poetry Response first poem with use of a checklist	
– end punctuation.....	79
Poetry Response first poem without use of a checklist – Totals	
for matters of correctness.....	80
Poetry Response first poem with use of a checklist – Totals for	
matters of correctness.....	80
Summary.....	81
Poetry Response – second poem with and without a graphic organizer.....	81
Areas of Analysis – second poem.....	83
Expanding Ideas – second poem.....	84
Support of Points – second poem.....	84
Summary.....	85
Poetry Response – Second poem with and without a checklist.....	86
Poetry Response second poem without use of a checklist	
– capital letters.....	87
Poetry Response second poem with use of a checklist	
– capital letters.....	88
Poetry Response second poem without use of a checklist – commas.	88
Poetry Response second poem with use of a checklist – commas.....	89
Poetry Response second poem without use of a checklist	
– quotation marks.....	90
Poetry Response second poem with use of a checklist	
– quotation marks.....	90
Poetry Response second poem without use of a checklist	
– end punctuation.....	91
Poetry Response second poem with use of a checklist	
– end punctuation.....	92
Poetry Response second poem without use of a checklist	
– Totals for matters of correctness.....	93

Poetry Response second poem with use of a checklist	
– Totals for matters of correctness.....	93
Summary.....	94
Impact of Graphic Organizer on Book and Poetry Responses.....	94
Summary.....	97
Impact of a checklist for matters of correctness on Book and	
Poetry Responses.....	97
Summary.....	99
Which instructional intervention caused the greatest improvement?	
– Summary.....	99
Generalization/internalization of checklist use.....	100
Summary.....	101
Questionnaire – factor impact on effectiveness of use of interventions	102
Book Response	103
Summary.....	106
Poetry Response.....	106
Summary – Impact of inhibitor factors on book and poetry	
response writing.....	111
Environmental change – future use of interventions for poetry/book	
response writing.....	111
Prior Use factor on Environmental Change.....	112
Preference of Instrument Usage.....	113
Summary.....	113
Impact of study on Interventions.....	114
Conclusion.....	115
CHAPTER VI: LIMITATIONS AND RECOMMENDATIONS.....	118
Limitations of the Research.....	118
Recommendations for Future Research.....	119
REFERENCES	120
APPENDICES	
A) Student Information – Book Response Analysis.....	126
B) Student Information – Poetry Response Analysis.....	127
C) Matters of Correctness Pretest.....	128
D) Matters of Correctness Post Test.....	129
E) Tally sheet Matters of Correctness – Pre/Post Test.....	130
F1) Tally sheet Areas of Analysis – Book Response.....	131
F2) Tally sheet Expanding Ideas – Book Response.....	132
F3) Tally sheet Support of Points – Book Response.....	133
F4) Tally sheet Matters of Correctness – Book Response.....	134
G1) Tally sheet Areas of Analysis – Poetry.....	135
G2) Tally sheet Expanding Ideas – Poetry.....	136
G3) Tally sheet Support of Points – Poetry.....	137

G4)	Tally sheet Matters of Correctness – Poetry.....	138
H)	Matters of Correctness – Information sheet.....	139
I1)	Matters of Correctness – Book Response checklist.....	141
I2)	Matters of Correctness – Poetry Response checklist.....	142
J)	Herringbone/Expanding Ideas Book Response – graphic organizer...	143
K)	Herringbone/Expanding Ideas Poetry Response – graphic organizer...	145
L)	Questionnaire – Book Response/Poetry Response.....	147
M)	Poem “Clothes”	149
N)	Poem “When Black and White See Eye to Eye”	150
O)	Format for a Book Response – Essay.....	151
P)	Format for a Book Response – Essay.....	152
Q)	Researcher’s Log.....	153
R)	Tally sheet Questionnaire.....	167
S)	Pre/Post Matters of Correctness and % - knowledge base.....	168
T1)	Bk P1 P2 W WO Gr. Org. AofA Ex Id Supp Pts.	170
T2)	Book Poetry 1 Poetry 2 Analysis for Areas of Anal. Exp. Ideas Supp. Of Pts.....	171
U)	Matters of Correctness scores in percentages Book Response.....	172
V)	Matters of Correctness scores in percentages Poetry 1 Response.....	174
W)	Matters of Correctness scores in percentages Poetry 2 Response.....	176
X)	Totals Matters of Correctness, and participants showing a difference/no diff./diff. with checklist.....	178
Y1)	Tally Sheet factor no factor Book Response.....	179
Y2)	Tally Sheet factor no factor Poetry.....	180
Z)	Environmental Change Notes, Checklist, Gr. Org.	181

CHAPTER I

Introduction

Preliminary Study

This preliminary study resulted, in part, from my belief that the graphic organizers I developed would help students, who struggle with writing, to improve their poetry and book responses, and from the need for an intervention to help students decrease the number of errors in use of capital letters, commas, quotation marks, and end punctuation. As well, there is a limited amount of research specific to the interventions for the specific type of writing investigated within this study.

During the past ten years of my teaching career, I have used graphic organizers, in my elementary, junior, and senior-high classrooms to help students improve their writing. Initially, my purpose for graphic organizer use was simply to help students organize their ideas. Although successful for an organizational purpose, many of the students' pieces of writing had limited detail in each paragraph about their sub-topic, and contained several spelling, punctuation, and grammatical errors. With these areas of weakness in mind, I continued to rework the structure of my organizers and then used the revised versions with my students. I chose a fishbone or herringbone style of organizer, including key words for the sub topics on the lines extending from the backbone, to help students maintain their focus for analysis; a space for their main point about the sub topic, a space for a quote about that point, and a space for a personal connection. Although students increased the number of sub topics or main points with use of this graphic organizer, the number of ideas to support those main points within their paragraphs remained very few in number, since the organizer only provided space for one point to be made, but not for

detail. Therefore, I added a second page to the graphic organizer so additional entries/detail could be included for each main point/idea. I prepared information handouts with examples and explanations of the areas of analysis and formats for both book and poetry responses as participant resources. A handout of correct usage as a reference, and a checklist that targeted editing/proofreading of four main areas of matters of correctness: comma and quotation usage, use of capital letters, and end punctuation, were developed as student work continued to have several editing errors.

Purpose and Aim

I felt that the best test, for the revised graphic organizers and the checklist, would be to use them with the seventh grade students in my ELA classes who had been designated as Struggling Writers, based on assessments from the Nova Scotia Department of Education.

Through a formative experiment, the impact of graphic organizer use, as compared to the sole use of a teacher-created handout of response criteria, was investigated in the following areas: number of sub topics/areas of analysis; number of main points/ideas for each sub topic/area of analysis; and support of points/details with a quote and/or a personal connection, for book and poetry response writing. The impact of participant use of a matters-of-correctness checklist on their book and poetry-response writing compared to the sole use of a teacher-created handout for proper matters-of-correctness usage was investigated. Which instrument(s) participants preferred, and/or intended to continue to use for book and poetry response writing to show generalization or environmental changes were investigated, as well as whether aspects of the graphic organizers or checklists needed reshaping.

As this was a preliminary study, I will continue to reflect on and strive to improve my interventions; however, it is my belief that the sharing of the results of this formative experiment

could greatly influence instructional methodology for the Struggling Writers not only within my classroom, but within other classrooms. Therefore, due to this study's content and its expected usefulness to teachers, the results of this study are written in detail and in a reader-friendly style, coupled with the statistical results, which facilitates the reproduction of this study.

Research Questions

1. In which of the three instructional intervention formats, as implemented in this study: a) a herringbone/expanding points graphic organizer with teacher-prepared criteria handouts, or b) criteria handouts alone; a herringbone/expanding points graphic organizer and teacher-prepared criteria handouts alone, or c) coupled with a checklist, do participants show the greatest improvement in book/poetry response writing?
2. Which of the following intervention factors (completion of rough copies, redoing good copies, or having a mind set toward graphic organizers) will impact improvement of participant's book/poetry response writing from the participants' perspective?
3. Will instructional environmental changes (future use of the book and poetry-response graphic organizers by the teacher and/or the participants for the purpose of book and/or poetry response writing) result from the use of the interventions in this formative experiment?

Sub questions for #1

- a) Will participants include more areas of analysis within their book response and poetry responses as a result of using a graphic organizer?
- b) Will participants include more points/ideas for each area of analysis within their book response and poetry responses as a result of using a graphic organizer?

c) Will participants give more frequent support (using direct quotes or by making a personal connection), in their book response or poetry responses, for points/ideas made as a result of using a graphic organizer?

d) Will participants increase their frequency of the proper use of capital letters, commas, quotation marks, and end punctuation (periods, question marks, and exclamation marks) in their book response or poetry responses, as a result of using a checklist?

Terms and Definitions

Poetry Response means written comment, by a participant of his/her opinions, thoughts, or feelings regarding the analysis of a poem, in paragraph format, which includes the following areas: mood (narration), language/phrases/words, feelings (impression), style/techniques, images/pictures, and gives supportive evidence from the text or (but not exclusively) personal experiences/connections for points of analysis.

Book Response means written comment, by a participant of his/her opinions, thoughts, or feelings regarding the analysis of a book, in paragraph format, which includes the following areas: style or techniques, images/pictures, character traits, genre elements and plot, language/voice, feelings/mood, and gives supportive evidence from the text or (but not exclusively) personal experiences/connections for points of analysis.

Matters of Correctness includes the following: use of capital letters, commas, quotation marks, and end punctuation (periods, question marks, exclamation marks).

Total Assessment means assessment of the areas of analysis, of ideas under each area of analysis, of supported ideas/points, and of matters of correctness (as noted above).

Partial Assessment means assessment of areas of analysis, of ideas under each area of analysis, and of supported ideas/points.

Limited Assessment means assessment of matters of correctness only.

Participant means all students designated as Struggling Writers and who are in one of the three researcher’s grade-seven ELA classes. All participants have parental consent, and have personally consented to participate in this study.

Student means any member of the researcher’s seventh-grade ELA classes, who is not a participant in this study.

Struggling Writer means any student who did not meet the expectations for two pieces of writing in at least one of the following areas: ideas, organization, or conventions (matters of correctness) on the grade six Language Arts Assessment, produced by the Nova Scotia Department of Education.

Struggling Reader means any student who did not meet the expectations for reading on the grade six Language Arts Assessment, produced by the Nova Scotia Department of Education, but for this study, through classroom testing, has been deemed capable of reading and comprehending at a level to be able to read and understand the novel *Hatchet*.

Graphic organizer, for this study, means a visual instrument to organize information, to increase main ideas, to expand numbers of points for main ideas, and to increase support of points through quoting and making personal connections.

Instrument(s)/Intervention(s) means the use of researcher/teacher-prepared criteria handouts for book-response writing, poetry-response writing, and matters of correctness; herringbone-style graphic organizer for areas of analysis, quoting, and making personal connections; expanding

ideas graphic organizer for adding details for the main ideas of analysis; and a checklist of four main areas of matters of correctness to be completed by participants.

Researcher means the developer and the person who carried out this study who has received consent to perform this study from the Chignecto Central Regional School Board, approval from the Ethics Committee of Mount Saint Vincent University, and is also the English Language Arts grade seven teacher herein.

Instructional environment means the use of graphic organizers, in the classroom, by the teacher and/or the participants for the purpose of book and/or poetry response writing.

Change formulae means through one-sample t tests performed using the Minitab program, the mean (correct minus wrong) net post-test score for matters of correctness, the mean net pretest score, and the standard deviation scores for each were determined. These scores were used to ascertain increase in knowledge of matters of correctness, from pretest to post-test, through the use of the following formulae: $\text{post-test mean (correct minus wrong)} - \text{pretest mean (correct minus wrong)}$ then divided by $(\text{standard deviation of post-test mean} + \text{standard deviation of pretest mean} \div 2)$.

Effect formulae means through one-sample t tests performed using the Minitab program, the mean number of entries score for areas of analysis, expanding ideas, support of points with the use of a graphic organizer, the mean number of entries score (areas of analysis, expanding ideas, support of points without using a graphic organizer), and the standard deviation scores for each were determined. Through the use of the following formulae: $\text{mean of entries with graphic organizer} - \text{mean of entries without use of graphic organizer}$, divided by $(\text{standard deviations of mean of entries with graphic organizer} + \text{standard deviation of mean of entries without use of}$

graphic organizer divided by 2), the result was determined and used for comparison to the effect scale to determine the level of effect of the graphic organizer on response writing.

*note same formulae was used for number of entries for matters of correctness with and without use of a checklist

Change/Effect scale means 0.20 = small change/effect; 0.50 = medium change/effect; and 0.80 = large change/effect.

CHAPTER II

Literature Review

Development of Graphic Organizers

The drive to improve writing skills in schools has resulted in a multitude of literature suggesting a variety of possible solutions, one being an organizer. Over time, organizers have developed from high-level content overviews to visual displays of student learning. However, as commonly used as organizers are within writing programs in our schools, due to teacher in-servicing and the inclusion of graphic organizers in some of the teaching guides, their use remains controversial.

The root of organizer use is credited to David P. Ausubel by several researchers (Dunston, 1992; Kim, Vaughn, Wanzek, & Wei, 2004; Merkley & Jefferies, 2000). Ausubel (1969) developed the use of advance organizers, presented in advance of the material to be learned, in prose format, as background information written at a higher level of complexity and more abstract than the material/concept to be learned (Alvermann, 1981; Dunston, 1992). Based on Ausubel's understanding of how new ideas and information are learned and retained, he suggests that this process is most efficient when inclusive and specifically relevant ideas are already available in one's cognitive structure (currently referred to as one's 'schema') to provide anchorage (Ausubel, 1980), otherwise the schema might not be activated (Barron, 1969). Furthermore, according to Ausubel, having prior knowledge determines a specific type of organizer, a comparative organizer, as opposed to an expository organizer when new learning material is entirely unfamiliar, with both treatments showing significance for improved comprehension (1969).

The interest in organizers increased rapidly so that by the late 1970s researchers were studying a variety of different organizers (Baker as cited in Merkle & Jefferies, 2000; Barron & Stone, 1974; Berget as cited in Merkle & Jefferies, 2000) as a result of Ausubel's study with advance organizers. In the 1980's the schema theory was used, to explain how we learn based on our previous experiences and background knowledge or schema (Harvey & Goudvis, 2000). The human brain organizes information into categories based on past experience, and people learn by relating new information to existing concepts and knowledge, their existing schema (Dunston, 1992; Rumelhart, 1982; Taylor, Harris, Pearson, 1988). As well as there being hierarchical organization, the human memory is organized semantically, with continuous cross-referencing occurring among schemata (Taylor et al., 1988), and modifications to existing structures being made to facilitate the fitting of radically new information (Readence, Bean & Baldwin, 1989). Hinged on the schema theory, teacher-prepared structured overviews or outlines emerge (Simmons, Griffin & Kameenui, 1988) with the work of Baker, Barron, and Earle (as cited in Merkle, & Jefferies, 2000) to stimulate one's schema through the use of key vocabulary terms and concepts, unlike Ausubel's prose-style organizer for expository text, and are later referred to as graphic organizers (Dunston, 1992; Moore & Readence, 1984).

As research progressed on brain functioning, specifically comprehension of text, suggestions for instructional strategies result, which not only support the use of organizers prior to reading (Alvermann & Boothby, 1983; Simmons et al., 1988) to activate schema, but also after reading for the purpose of retrieval (Dunston, 1992; Moore, 1984; Simmons et al., 1988). This was an expansion from Ausubel's advance anchoring. Development of purpose, use, style and format of graphic organizers also continued. Teacher-completed outlines of text for advance anchoring as readiness activities expanded to include student-completed graphic displays for a

variety of purposes: improvement in comprehension; retention in reading; deeper processing of information due to student engagement in generative cognitive processing (selecting and organizing information from text into new, coherent structures) (Mayer, 2005; Sweller, 2005); development of learning strategies and note-taking (Katayama & Crooks, 2003); and/or for improvement in writing. As well, a shift in time occurred to include the use of graphic organizers during reading as well as, before and/or after, the reading of text. Graphic organizers are also found to be used for analysis purposes and some include relevant and irrelevant attributes of the material to be learned (Monroe & Pendergrass, 1997). The importance of including examples, attributes, the class or category of a concept takes root in organizer development, thus supporting concept mapping, the display of linked ideas (Novak & Gowin, 1984), tree diagrams (Moore & Readence, 1984), hierarchies (Cook & Mayer, 1988), knowledge maps (O'Donnell, Dansereau, & Hall, 2002), and creation of microthemes (Olson, 2003).

As organizer use continues to be studied by more and more researchers, the merit of organizers is questioned. Several researchers support the use of graphic organizers such as: Alvermann and Boothby (1983), and Simmons et al. (1988), who find that teacher-created organizers (outline form) given prior to reading improve reading comprehension in elementary students. Stull and Mayer (2007) also support teacher or author-provided graphic organizers indicating that they are not necessarily passive treatments, but can cause cognitive processing through a deeper understanding of their structure and the selected information. Alvermann and Boothby (1986) later find that graphic organizers, at least partly constructed by the student and given to students both before and after the reading of material to be learned, increased comprehension. Barron and Stone (1974), in their investigation of the teacher-prepared advance organizer and the student-constructed post-organizer, find significant difference to support the

post-organizer, as does Moore and Readence (1980, 1984). Taylor et al. (1988) find semantic mapping beneficial for improved comprehension of vocabulary, while Olson (2003) finds that using semantic mapping or clustering is a very effective prewriting activity. Similarly, Graves (1994) supports the use of webs for brainstorming of topics, also a prewriting activity. Kim et al. (2004) find that graphic organizers created by students and given after the reading of text information are more effective than teacher-created graphic organizers, and Berkowitz (1986) finds that graphic organizers are effective when constructed by students for descriptive text if the construction of them is taught before their use. Berkowitz further finds that recall of expository material is superior in those readers who can create a macrostructure from the author's ideas compared to those who are unable to create one. Bean, Singer, Sorter & Frazee (1986) also find that student-constructed graphic organizers are more beneficial than teacher-created ones, because students participate actively and process ideas themselves, and Moore & Readence (1984), find strong effects, due to graphic organizer use after exposure to the content and when the knowledge of the vocabulary is the dependent variable.

Both Merkley and Jefferies (2000) support the use of graphic organizers to enhance students' comprehension of expository text, as do Bos and Vaughn (1991, 2006) who find graphic organizer use effective before, during, and after reading, in increasing the learning performance of students with learning and behavior problems. Alvermann (1981) also feels graphic organizers would be beneficial for low comprehenders, since low comprehenders "...rarely use any structure at all, [and therefore,] they might benefit from being taught to impose some form of organization upon ideas in a passage..." (p. 44).

Regarding story writing, Adams, Power, Reed, Reiss, and Romaniak (1996) find the use of graphic organizers, such as KWLs, help students to develop a complete and organized story.

In addition, Engel, Pulley, and Rybinski (2003) find that graphic organizers, specifically story maps, Venn-diagrams, KWLs, and T-charts, appear to benefit the visual/spatial learner in aiding them to organize their information through classifying, sequencing, comparing and contrasting, as well as to facilitate the retention of key ideas. Lastly, Alvermann (1981) finds that, in a study with tenth graders regardless of reading level, graphic organizers benefit all students regarding both immediate and delayed recall, when students are the ones to reorganize the information.

However, there are those studies that do not find support for the use of graphic organizers. Griffin and Tulbert (1995) and Rice (1994) after reviewing the results of several studies regarding graphic organizer use, for the purpose of aiding students' comprehension of expository text, report the results as inconclusive due to variations in treatment designs and teaching/learning events. Further, Rice (1994) feels that there is no way to analyze the research of graphic organizer use because of the lack of understanding of how or why they work or not work. Novak and Gowin (1984) find that research done in the classroom is difficult due to the variety of instructional and learning situations, therefore making observation of consistencies difficult. They add that most educational research tends to be atheoretical and overgeneralized. As well, according to Moore and Readence (1984), some students do not connect the use of the graphic organizer to its real purpose and consider its use an isolated activity. When tree diagrams are used post-reading, Moore and Readence indicate that many students do not see the link to increased performance for final exams. Certainly, if the use of the graphic organizer merely has the student transpose the information from the text to the organizer, according to the findings of Stull and Mayer (2007), it is unlikely that meaningful learning will occur. As well, they find that there is support for student-construction of graphic organizers, according to the activity theory, which suggests that the quality of student learning improves when students are

directly engaged. However, they also submit that on the basis of the cognitive load theory, (briefly, that humans have limited cognitive capacity and may become overwhelmed) due to the complexity of the selecting and organizing of text information as well as the creating of an appropriate graphic organizer, this might reduce or inhibit the capacity for essential generative processing. Similarly, according to earlier findings of Ausubel and Fitzgerald (1962) students with low verbal skills have less ability to develop adequate scheme to facilitate usage of the advance, teacher-prepared organizer, which is supported by Moore & Readence (1984), who also find that students need to be able to engage in abstract thinking to benefit from this type of organizer. Finally, the results of a study by Simmons et al. (1988) on the effects of teacher-constructed pre and post-graphic organizers and teacher instruction on sixth-grade students' comprehension and recall of science content, indicate that teacher-constructed graphic organizers presented before or after the reading of the textual information are no more effective than teacher instruction. They further find that the amount of time necessary to teach graphic organizer use is problematic.

As well, there appears to be a common thread of non-use of graphic organizers for development of writing by many authors/researchers who subscribe to the writers workshop approach, such as Atwell (1987), Calkins (1986), Hansen (1985), and Strickland, Ganske, and Monroe, (2002). The same appears to be true for Graves (1984, 1989, 1991, 1994), except for brainstorming through the use of a web, and for Routman (2005) who feels that writing is recursive and that planning takes place as you write and rewrite. However, I have found that my students are reluctant to write and rewrite, planning as they go, moreover, they expect to write one rough draft and/or only a good copy.

Generally though, educators feel graphic organizers improve student success, and much of the research supports the use of graphic organizers, however, it is the limitations of studies that cause over-all findings, in many cases, to be read as inconclusive, as previously mentioned (Griffin & Tulbert, 1995; Rice, 1994). In a study conducted by Barron and Stone (1974), according to Dunston (1994), participants are presented with limited instruction about organizer construction, in groups of two's and three's, and finds limitation because the subjects could have learned the concepts through reciprocal teaching rather than simply through construction of graphic organizers. Other concerns of limitation involve a lack of measure of prior knowledge before testing; a lack of determination of prior reading/writing levels; a lack of determination of student learning styles, given that organizers are visual; and a concern that the negative findings for improved comprehension of student-completed organizers might be more the result of the students' note-taking abilities than due to the benefits of the organizer format. However, as an educator who sees the positive effects of graphic organizer use within my own classroom in a variety of formats and for a variety of purposes, I agree with Anderson and Armbruster (1984) who suggest that one should question how and why graphic organizers work, as evidence already suggests that they work.

Given that the use of organizers has shown to be beneficial for organization of writing, and that the Nova Scotia Language Arts testing not only evaluates development of ideas but also matters of correctness, (including but not limited to capitals, commas, quotation marks, end punctuation) as criteria for assessment of writing skills, it may be beneficial when writing and using a graphic organizer to also use a checklist in order to include all the necessary elements of the matters of correctness.

In researching the use of checklists for writing, the most frequent use is for evaluation purposes (Adams et al., 1996; Glowacki & Steele, 1992). In the work of Graves (1984, 1989) during the 80s, there is no mention of the use of a checklist for writing and editing/proofreading purposes within his model of process writing. Instead, Graves supports technical acquisition by way of mini-lessons, and editing through teacher conferencing. He believes that technical acquisition needs to be dealt with in context, since he does not find transfer of accurate spelling and proper punctuation when they are dealt with out of context. In a more recent publication, *The Reading/Writing Teacher's Companion: Build A Literate Classroom* (1991), Graves advocates students keeping records of their use of matters of correctness, as taught through mini-lessons, to evaluate improvement in their own work, however, there is no mention of checklist use.

In the mid 80s within *The Art of Teaching Writing* (1986), Calkins mentions the use of an editing checklist in the form of a sign in the classroom that has a few items to check for, without explanation of usage. She suggests that students should just form the habit of checking for the items on the sign, and get assistance through peer editing. Neither, Smith (1983) nor Turbill (1983), also popular authors on Reading and/or Writing in the 80s, make mention of the use of checklists for editing purposes. Atwell (1987), also, does not mention checklist use for editing purposes within her model of the writing workshop in her book, *In the Middle Writing, Reading, and Learning with Adolescents*. She supports teacher-student conferencing for goal setting of matters of correctness, and then the student is to use peer or self editing while keeping their goals in mind. Hansen (1985) has students create their own list of editing problems they need to check for, but the teacher appears to do the major editing of student writing, also done through teacher-student conferencing. She states that students naturally struggle to get their message in order and

then rewrite and rewrite, editing as they go, until they get down to one-word editing. Although she supports peer editing, she adds that peer editors often believe a piece to be flawless when it is not the case.

Olson (2003) suggests the use of an editing checklist regarding matters of correctness for student editing, which includes some explanation of proper usage for each item. As well, Adams et al. (1996) mention the use of proofreaders' checklists for peer editing and self-editing sheets in their research, and Strickland et al. (2002), suggest focused editing instruction by teaching one matter of correctness at a time. Further, Strickland et al. suggest the use of an individual editing checklist, which targets a few mechanical and grammatical items, be used with self, peer, and teacher editing, to avoid students getting overwhelmed with editing and shutting down. From my classroom experience, I have observed that students often become overwhelmed with the editing process, or lack the skill of paying close attention during this process. Kendall and Braswell (1993), report great success with the use of checklists, as cognitive-behavioral therapy for impulsive children, having the child attend to only one task at a time and then checking off that one task upon completion before attending to the next one. This strategy was incorporated into this study with checklist usage.

The number of authors/researchers that support the use of checklists for editing/proofreading purposes of matters of correctness appears to be few. This might be due to the inclusion of conferencing and collaboration, a part of the writing process in current methodology for teaching writing. However, instructing students to edit/proofread their work for matters of correctness without some specific treatment for focusing has not proven to be successful in my classroom.

Summary

In as much as all of the findings and the various strategies and interventions in the aforementioned studies and teaching practices were interesting, much of the research, as evidenced by my literature review, supports the use of graphic organizers and structured overviews (Dunston, 1991; Merkley & Jefferies, 2000). However this did not uncover research that compares the use of student-completed graphic organizers (as opposed to student-created) to the use of structured overviews (or teacher-prepared notes) as a basis of criteria from which students write book or poetry responses. As well, there was limited amount of research on checklist use, apart from the targeted editing checklists mentioned by Adams et al. (1996), Olson (2003), and Strickland et al. (2002), thus supporting the need for this area of research to be investigated.

CHAPTER III

Methodology

Introduction

This chapter will outline and describe the interventions used to improve participant book and poetry response writing, and the reasoning for the choice of the interventions linked to findings of prior studies. An overview of the participants and details of the materials and instrumentation have been provided. As well, a description of the formative experimental model followed in this study is included.

Interventions

In this study, a pretest and post test for matters of correctness were given to participants, for comparison purposes in determining a lack of student knowledge, new knowledge, and/or long-term knowledge regarding four matters of correctness. This knowledge could affect the results and analysis of matters of correctness, and act as a limitation, according to the research of Dunston (1992).

Teacher-prepared handouts or structured overviews were chosen as an instrument/intervention due to the research supporting their use (Alvermann & Boothby, 1983; Merkley & Jefferies, 2000; Simmons et al., 1988) as were graphic organizers (Moore & Readence; 1984; Stull & Mayer, 2007), and due to my own ongoing development and success with them in the classroom. The herringbone style of graphic organizer was chosen because the format is simplistic and allows for categories to be divided into three parts for the main point, supporting quote, and a personal connection to be made. The pre-printed categories and cuing for the three parts are provided by the teacher due to the research on cognitive load theory and the risk of extraneous processing (Mayer, 2005; Stull & Mayer, 2007), and are participant/student-

completed based on the activity theory, which suggests that students learn more deeply when fully engaged (Stull & Mayer). The expanding ideas section of the graphic organizer was added to assist participants in the development of the main idea and expansion of their paragraphs, a common problem from my observations of student writing in my ELA classroom. As well, a checklist was chosen, as an intervention for improvement of participant editing/proofreading of matters of correctness, as described herein, due to the results of studies and/or classroom practices of Adams et al. (1996), and Strickland et al. (2002). The requirement for students to edit/proofread, using their checklist, for only one type of convention at a time is the result of the work of Kendall and Braswell (1993), regarding cognitive-behavioral therapy for impulsive children. Inclusion of a reference sheet for proper usage of matters of correctness, or a structured overview for usage, was included due to the finding of Simmons et al. (1988) who have observed that middle-grade students have difficulty remembering or retaining information after a two-week period, which I have also observed in my classroom.

The two particular poems were chosen for this study because they had previously been used by the Nova Scotia Department of Education for poetry assessment. Two responses, rather than just one, were decided upon to decrease skewing of data due to participant connections with poem content.

Explicit teaching of note-taking and graphic organizer use was included, as a result of these being noted as limitations of other studies (Dunston, 1992). Photocopying of participants' good copies, for editing purposes was decided upon, to maintain the state of the original good copy to be assessed, without the use of a checklist, and to limit the amount of writing for the Struggling Writers. However, this was replaced with the editing of the good copies with a red pen due to the inability of the ELA teacher to immediately photocopy during class time, upon

participant completion of work, and red pen was used in place of black due to the poor visibility of error correction. All participants' completed work was photocopied to enable them to take their original work home within their class test portfolios, like all other students in the class.

Formative Experimental Model

The approach used for this preliminary study follows a “formative experiment” model (Newman, 1990; Reinking & Pickle, 1993; Reinking & Watkins, 1996) that focuses on strengthening or improving an intervention by examining the impact of its implementation, assessing the instructional structure/context of the intervention, and analyzing procedures and participant comments. According to Newman (1990), “In a formative experiment the researcher sets a pedagogical goal and finds out what it takes in terms of materials, organization, or changes in the [intervention] to reach the goal.”, and continues to “...improve the product until it is successful in terms of appeal and effectiveness” (p.10).

Within this study, data of the impact of teacher-prepared criteria handouts, graphic organizers, and checklists on improvement of participant book-response and poetry-response writing (the pedagogical goal), were analyzed to strengthen and improve the structure and implementation of the interventions used. To aid this analysis, a log was completed on an on-going basis by the researcher to monitor this study, and for notation of any necessary changes that needed to be made to the interventions. As well, through participant completion of a questionnaire, factors regarding the writing of rough copies, redoing of good copies, or having a mind set toward graphic organizers was assessed for appeal, and impact on effectiveness of the interventions used in this study.

A formative style of experimentation afforded the researcher the opportunity to investigate generalization of an intervention, and to examine factors that influenced an

intervention's effectiveness (e.g., Reinking & Watkins, 1996), as opposed to the more limiting conventional experimentation model. Through the use of this model, a determination was able to be made about whether participants would continue to naturally use the elements of checklists, and if positive and/or negative participant attitudes and preferences could be factors affecting instrument usage. For, as Newman (1990) includes in his explanation of formative experiments on the educational environment, "Whatever the pedagogical theory motivating the experiment, the outcome to be observed must include how the environment becomes organized differently as it appropriates the [intervention] and other resources" (p.10). Therefore, this study investigated whether instructional environmental changes (future use of the book and poetry-response graphic organizers by the teacher and/or the participants for the purpose of book and/or poetry response writing) resulted from the use of the interventions within this study, through the analysis of data from the participant-completed questionnaire targeting preference of instrument/intervention. To aid participants in their determination of which intervention enabled them to achieve their best response writing, participants were given an opportunity to view their personal results, the tally sheets for matters of correctness, and book and poetry responses privately, before completing the questionnaire.

Generally, the formative experiment model was chosen over a conventional experimentation model for this classroom research due to its broader scope, which would afford for the lack of control of a situational factor (e.g., participants reading their novel at home) and would include participant input to aid in any necessary reshaping of the implementation and/or structure of the interventions.

Participants

The school and classrooms in this investigation involved a junior high school with a population of approximately four hundred and fifty students, drawn from rural communities. Participants were bussed to school and entered the classroom at 7:40 a.m. The instructional day began at 7:55 with five, sixty-minute periods, a forty-minute lunch, and ending at approximately 1:50 p.m.

Participants in grade seven changed classes for subjects; each subject generally taught by a different teacher. The average number of students within each of the three participating seventh grade ELA classes was twenty-two. Participants generally work in partners with desks side-by-side, but worked in rows individually for the duration of this study.

All Struggling Writers were taught within the regular classroom, with no extra support or support time specifically allocated to them for improvement of writing, beyond what they would normally have received from the classroom teacher.

All Struggling Readers met with the classroom teacher two hours per week, for instruction in reading, beyond what they normally received from the classroom teacher in the regular classroom. Approximately half of the participants in this study were both Struggling Readers and Writers.

Twelve participants, ages twelve to thirteen, participated in the beginning of this study while working in their regular ELA classroom. They performed the same tasks as all other students in the classroom, but only ten of the twelve participated for the full study. There were four participants in the first class (all Struggling Readers and Writers), two in the second class (one a Struggling Reader, but both Struggling Writers), and four in the third class (each a Struggling Writer). All participants were members of three of the researcher's grade seven ELA

classes, who had each been identified as a Struggling Writer by the Nova Scotia Department of Education, as determined by the grade six Language Arts Assessment. Specifically, each participant had not met the basic expectations for at least one of the categories of Ideas, Organization, or Matters of Correctness (which includes but is not limited to capital letters, commas, quotation marks, end punctuation).

This formative experiment was not an example of collaborative research, as there was only one researcher who was also the seventh-grade ELA teacher for all the students who were participants. She has continued to pursue graduate-level study for more than ten years, as an experienced teacher. The researcher was eager to explore a formative experimentation model of research to gain new insights for improvement of student book and poetry-response writing.

Materials and Instrumentation

1. Teacher prepared handout, for each participant, on areas of analysis for a book response, with explanations for each, development of ideas/points, and support of points/ideas. (see Appendix A)
2. Teacher prepared handout, for each participant, on areas of analysis for a poetry response, with an explanation for each, development of ideas/points, and support of points/ideas. (see Appendix B)
3. Adhesive notes, for each participant, to stick in their book or on the assigned poem for the purposes of gathering information.
4. Pencils, colored pencils/red pens, and looseleaf, for each participant, to write and edit/proofread their rough and good copies of responses.
5. Teacher prepared pretest for matters of correctness for each participant. (see Appendix C)

6. Teacher prepared post test for matters of correctness - same as pretest, for each participant.
(see Appendix D)
7. Teacher prepared tally sheet for Matters of Correctness Analysis for calculation of total number of matters of correctness used, number correct, and number incorrect – to be used for pre and post tests for participants only. (see Appendix E)
8. Teacher prepared tally sheet - Book Response Analysis for partial assessment and total assessment of book response - when neither a graphic organizer nor a checklist is used, and when a graphic organizer is used, for participants only. (see Appendices F1, F2, F3, F4)
9. Teacher prepared tally sheet – Poetry Response Analysis for partial assessment and total assessment of poetry responses – when neither a graphic organizer nor a checklist is used, and when a graphic organizer is used, for participants only. (see Appendices G1, G2, G3, G4)
10. Teacher prepared handout of correct usage rules and examples for matters of correctness for participants. (see Appendix H)
11. Copy of Hatchet novel for each participant.
12. Teacher prepared checklist to be used by participants for matters of correctness, three for participant. (see Appendices I 1, I 2)
13. Teacher prepared Book Response and Expanding Ideas graphic organizer for each participant. (see Appendix J)
14. Teacher prepared Poetry Response and Expanding Ideas graphic organizers; two for each participant. (see Appendix K)
15. Questionnaire for each student and participant regarding instrument usage. (see Appendix L)
16. Copy of poem “Clothes” for each participant. (see Appendix M)

17. Copy of poem “When Black and White See Eye to Eye” for each participant. (see Appendix N)
18. Teacher prepared handout Format for a Book Response - Essay (see Appendix O)
19. Teacher prepared handout Format for a Poetry Response - Essay (see Appendix P)
20. Researcher’s Log (see Appendix Q)
21. Tally sheet Questionnaire (see Appendix R)

CHAPTER IV

Procedure and Data Analysis

Introduction

A detailed account of the steps followed in this study is provided in this chapter commencing with a pre and post-test for the matters of correctness to determine participant readiness, followed by explicit instruction of book response format, book report analysis coupled with an analysis reference handout (structured organizer), and instruction on sticky-note usage for novel reading given by the teacher through mini lessons for the first book response. After the individual reading of the novel and the collection of the required information by participants needed from their novel, they completed a rough copy of their book responses. The Matters of Correctness information handout (structured organizer) was reviewed with the class, then participants edited for these conventions without the use of a checklist, before the completion of their final copy. This was followed by explicit teaching, through a mini lesson, of how to complete the book response graphic organizer, which followed with participants writing a rough copy from the use of their graphic organizer. Participants edit their work with the use of their information sheet then wrote a good copy. Through a mini lesson, the teacher instructed participants to refer to the information sheet on correct usage, check for one type of punctuation at a time when proofreading/editing using red pen on their good copy, then check off that type of punctuation on their proofreading/editing checklist before going on to the next one. Participants repeated this process for two poetry responses using teacher-prepared information handouts and herringbone graphic organizers, specific to poetry.

After responses were assessed by the teacher, participants returned to view their results and complete a questionnaire regarding instrument usage, to aid analysis of inhibitor factors and environmental change.

(Note - see Researcher's Log Appendix Q for further details)

First Book Response

1. All participants completed a pretest of matters of correctness. (see Appendix C)
2. Participants passed in their pretest for assessment, and each participant's pretest was assessed by the ELA teacher for knowledge base of matters of correctness usage.
3. Explicit teaching was done by the ELA teacher about proper use of commas, capital letters, proper end punctuation, and quotation marks through mini lessons with participant completion of worksheets, both in class and at home, for each item of matters of correctness. A handout (Matters of Correctness) was used during the mini lessons and given to participants on proper usage rules with examples, which included each item of matters of correctness. (see Appendix H)
4. All participants completed a post test of matters of correctness. (see Appendix D)
5. Participants passed in their post test for an assessment of knowledge base for proper matters of correctness usage. Each participant's assessment was done by the ELA teacher.
6. A review was done by the ELA teacher, through a mini lesson, of the basic format for a book response: introduction, conclusion, paragraphing, and mention about quoting to support a point, (format was not part of assessment).
7. Explicit instruction was given by the ELA teacher, through a mini lesson while having participants highlight a handout (Student Information - Book Response Analysis) on areas for analysis, expanding points/ideas, and support of points/ideas for a book response, and a handout given to participants for reference purposes when writing their first response. (see Appendix A)

As well, oral instructions were given by the ELA teacher on the use of adhesive notes for gathering information. Participants were asked to note the area of analysis on the top of the adhesive note, sticky part facing down, then, they were to put the page and paragraph of where to find that information below the title or area of analysis.

8. Participants read the novel *Hatchet*, both in class and at home, used adhesive notes, and/or made their own notes, while gathering the necessary information to complete their book response. Reminders were given by the teacher, as participants read the novel, to look for information about each of the areas of analysis, and the meaning of each area of analysis was explained again while they referred to their Student Information - Book Response Analysis handout, given out in step 7 aforementioned. A suggestion was made by the teacher to have several adhesive notes ready to use with the area of analysis on the top so they wouldn't have to stop reading, other than to put the paragraph and page on the adhesive note. Participants transferred their adhesive notes to four sheets of looseleaf with each of the eight sides titled with one of the areas for analysis. If necessary, they reread sections of the novel to gather additional information for those areas they could visibly see needed more information.

9. Explicit instruction was given by the ELA teacher, through a mini lesson and use of a handout (Format for a Book Response - Essay), about the specific elements and format for a book response specifically, titles, introductions, topic sentences for paragraphs, ideas and support within paragraphs, styles of concluding paragraphs, which handout was created due to participant need. (see Appendix O) Additional instruction was given about the development of opinions, and quoting, due also to participant need.

Participants completed a rough copy of their book response, then a review of proper usage of matters of correctness was done making reference to the Matters of Correctness handout to be

used as a resource when editing. (Appendix H) Participants edited/proofread their final rough copy then, they wrote a good copy. All participants had the Student Information - Book Response Analysis handout, the Matters of Correctness handout, and the Format for a Book Response - Essay handout as resources while writing and editing. All work was done during class time only. Note: all work was collected by the ELA teacher at the end of each class.

10. A good copy of their book response (BkWO- book response without a graphic organizer) was passed in but a partial assessment of participant's work was not done by the ELA teacher at this time due to these being used as a resource for graphic organizer completion. (partial assessment - areas of analysis, ideas under each area of analysis, supported ideas/points)

Graphic Organizer use for Book Response

(Note - All participants continued to have the Student Information - Book Response Analysis handout, the Matters of Correctness handout, and the Format for a Book Response - Essay handout as resources while writing and editing.)

11. Explicit teaching was done by the ELA teacher, through a mini lesson and use of overheads, on how to use the Book Response graphic organizer for areas of analysis, expanding ideas/points, support of points/ideas, and how to write directly from the organizer. A review was done by the teacher on the meaning of the areas of analysis, on opinions and views, and a reminder given that participants should use their best connections in their responses. Graphic organizers were passed out to the participants.

12. Participants completed the graphic organizers, using information from their good copy, written without a graphic organizer (BkWO-book response written without a graphic organizer), to complete their graphic organizers rather than them having to go back and re-gather or reconstruct the information already collected. This would help decrease the amount of writing,

and might help avoid frustration. The good copies (BkWO) were used as a resource only, and were collected before rough copies were written so that copying of paragraphed work would be avoided. Participants then wrote a rough copy of their book response directly from their graphic organizer. Further instruction had to be given and modeled to assist participants in writing paragraphs developed directly from the two-page graphic organizer, and reference was made to their Format for a Book Response - Essay handout. (see Appendix O) A reminder to edit for proper use of matters of correctness was given by the teacher. Participants edited their rough copies, and wrote a good copy (BkWnc- book response with a graphic organizer no checklist), during class time only. Note: all work was collected by the ELA teacher at the end of each class. At this time, a partial assessment of participant's book response without a graphic organizer (BkWO) was done by the ELA teacher. (partial assessment - areas of analysis, ideas under each area of analysis, supported ideas/points)

13. Participants passed in the good copy of their book response (BkWnc). Graphic organizers were also collected. A total assessment of participant's work was not done by the ELA teacher at this time because of the use of the originals for editing purposes. (total assessment - areas of analysis, ideas under each area of analysis, supported ideas/points, matters of correctness)

Checklist use for Book Response

14. The ELA teacher photocopied participants' good copies (BkWnc - written with a graphic organizer no checklist), and gave the photocopy of the participant's book response (BkWnc) and the original of each participant's book response back to them, along with a checklist. The teacher explained how to complete the checklist and that participants needed to first read their Matters of Correctness information sheet about the use of capital letters, then proofread/edit their work, making any corrections with a black pen, then when all of their work had been checked for

capital letter usage, they were to check off that item on their checklist. Each item on their checklist was to be done in this one-step-at-a-time manner, and participants were told that proofreading/editing for more than one at a time would result in them missing errors. Each participant used and completed the checklist for proofreading/editing. The participants did their editing on a photocopy of their good copy, and the participants did their editing on their original response using a black pen or colored pencil, while referring to their Matters of Correctness handouts, all done during class time only. Corrections/editing done in black pen or black pencil did not show up on photocopies, so participants were asked to use red pen and overwrite their corrections so they would be visible. Any participants that had not started their proofreading/editing by the time the teacher had discovered this problem were given the original of their book response and a red pen for editing. These participants were monitored closely so no lead-pencil (original medium for writing) changes could be made to their original work.

Note: all work was collected by the ELA teacher at the end of each class.

15. Edited/proofread copies of book responses (BkWc - book response with a graphic organizer and checklist) were passed in. Checklists were also collected.

At this time, a total assessment of each participant's book response, done with a graphic organizer but no checklist (BkWnc), was completed by the ELA teacher. (total assessment - areas of analysis, ideas under each area of analysis, supported ideas/points, matters of correctness) Note: the originals for the BkWc and the BkWnc are the same; however, the original matters of correctness were counted for the total assessment, then the red pen corrections were counted for the matters of correctness limited assessment, completed with a checklist.

Edited/proofread copies of book responses (BkWc - book response with a graphic organizer and checklist) were assessed through a limited assessment of participant's work done by the ELA teacher. (limited assessment - matters of correctness)

1st Poem – Poetry Response

16. A review was done by the ELA teacher of format for poetry responses - introductions, conclusion, and paragraphing, and a handout was given regarding the format for a poetry response. (see Appendix P) The format sheet was created due to student need, but format was not assessed in this study.

17. A review regarding matters of correctness usage was done by the ELA teacher, through a short mini lesson, using the Matters of Correctness handout (see Appendix H - given to participants earlier for their book responses).

18. Explicit teaching was done by the ELA teacher, through mini lessons, an exemplar poem and general discussion (but no written examples) were done, on areas for analysis, expanding points/ideas, and support of points/ideas for a poetry response. This instruction was carried out using the Student Information - Poetry Response Analysis handout, which covered all of the area of analysis items, and was given to participants for reference purposes when writing their first poetry response. (see Appendix B) As well, a review of the use of adhesive notes was done by the ELA teacher.

19. Participants were given the poem “Clothes” to read, anonymous author.

(previously used by the Nova Scotia Department of Education for poetry assessment)

(Note - All participants continued to have the Student Information - Poetry Response Analysis handout, the Matters of Correctness handout, and the Format for a Poetry Response - Essay handout as resources while writing and proofreading/editing.)

20. Participants wrote a rough copy of their first poetry response. The teacher reminded participants to refer to their Matters of Correctness handouts for editing. Participants edited their rough copy then, did a good copy (P1WO), during class time only, while referring to their three handouts regarding analysis, format, and matters of correctness. Note: all work was collected by the ELA teacher at the end of each class.

21. Participants passed in the good copy of their first poetry response (P1WO), but a partial assessment of participant's work was not done by the ELA teacher at this time as participants would be able to view the marking for assessment when using their good copy for graphic organizer completion.

1st Poem – Graphic Organizer use for Poetry Response

22. Explicit teaching was done by the ELA teacher, through a mini lesson, on how to use the Poetry Response graphic organizer for areas of analysis, expanding points/ideas, support of points/ideas, and how to write directly from the organizer. They were reminded to use their best connections, and to use quotes for their writing. At the same time, a short review of the meaning of the areas of analysis was done by the teacher using the Student Information Poetry Response Analysis handout. (see Appendix B) Graphic organizers were passed out to the participants.

23. Participants used the good copy of their first poetry response done without the use of a graphic organizer (P1WO) as a resource, to help complete their poetry graphic organizer. Again, this was done to reduce the amount of writing and to avoid any frustration that might have arisen due to participants having to relocate and reconstruct information. The good copies (P1WO), being used as resources, were collected before participants wrote their rough copies from the graphic organizers.

At this time, a partial assessment of participant's first poetry response (P1WO), done without a graphic organizer, was completed by the ELA teacher.

The teacher reviewed the Format for a Poetry Response handout. (see Appendix P) Participants then wrote a rough copy from their graphic organizers. They were reminded to edit their rough copy by referring to their Matters of Correctness handouts (see Appendix H). Participants then began a good copy of their poetry response (P1Wnc), during class time only. Note: all work was collected by the ELA teacher at the end of each class.

24. Participants continued to work on the good copy of their first poetry response done with a graphic organizer but no checklist. (P1Wnc) The teacher reminded participants to edit their work using the Matters of Correctness handout. (see Appendix H) Participants then passed in the good copy of their poetry response. Graphic organizers were also collected.

A total assessment of participant's work was not done by the ELA teacher at this time due to the continued use of the good copy for editing purposes.

Note: students/participants suggested combining meaning and underlying meaning on the graphic organizers due to them having difficulty creating four points for each area of analysis, however, this change, although permitted under the formative experiment method, was not made due to the ability of some students/participants to complete those areas.

1st Poem – Checklist use for Poetry Response

25. The ELA teacher passed out the good copies of participants' poetry responses (P1Wc - poetry1 with a graphic organizer and a checklist) to them, along with a checklist. The teacher reviewed checklist use. Each participant was to use and complete the checklist for proofreading/editing matters of correctness, during class time only, using a red pen. Note: all work was collected by the ELA teacher at the end of each class.

26. Participants passed in edited copies of their poetry response. Checklists were also collected.

A total assessment of each participant’s poetry response (P1Wnc), with the use of a graphic organizer but no checklist, was done by the ELA teacher.

A limited assessment of each participant’s poetry response (P1Wc), with the use of a graphic organizer and a checklist), was done by the ELA teacher.

2nd Poem – Poetry Response

27. A quick review was done by the ELA teacher, through a short mini lesson, of the format for a poetry response: introductions, conclusions, and paragraphing referring to the Format for a Poetry Response - Essay handout. (see Appendix P)

28. A quick review was done by the ELA teacher, through a short mini lesson, on the meaning of the areas for analysis, expanding points/ideas, and support of points/ideas for a poetry response, using the Student Information - Poetry Response Analysis handout, already given to participants. (see Appendix B) As well, a reminder about quoting and about the use of adhesive notes, was done by the ELA teacher.

29. Participants were given the poem “When Black And White See Eye to Eye” to read, by Maxine Tynes. (previously used by the Nova Scotia Department of Education for poetry assessment)

(Note - All participants continued to have the Student Information - Poetry Response Analysis handout, the Matters of Correctness handout, and the Format for a Poetry Response - Essay handout as resources while writing and editing.)

30. Participants wrote a rough copy. A reminder was given to students/participants by the ELA teacher for them to use their Matters of Correctness handout for editing their rough copies, both

during the writing of their rough copies and again during the writing of their good copy. (see Appendix H)

Participants edited their rough copy (copies) then, wrote a good copy for their second poetry response (P2WO), during class time only. Note: all work was collected by the ELA teacher at the end of each class.

31. Participants passed in a good copy (P2WO).

2nd Poem – Graphic Organizer use for Poetry Response

32. A short review was done by ELA teacher, on how to use the Poetry Response graphic organizer for areas of analysis, expanding points/ideas, support of points/ideas, and how to write directly from the organizer while remembering to use their best connections, again using the Student Information - Poetry Response Analysis handout for a reference. (see Appendix P)

Graphic organizers were passed out to the participants.

33. The teacher passed out the good copy of each participant's poetry response (P2WO) to them to use as a resource. Participants used their good copies to help them complete their graphic organizer. The good copy of their poetry response, done without the use of a graphic organizer, was then collected by the teacher before participants began to write their rough copy from the graphic organizer.

A partial assessment of each participant's poetry response (P2WO), done without a graphic organizer, was completed by the ELA teacher.

The teacher quickly reviewed the format for a Poetry response while referring to the Format for a Poetry Response - Essay handout (see Appendix P), and reminded participants to refer to their Matters of Correctness handout for editing. (see Appendix H) Participants then wrote a rough copy of their poetry response, edited their rough copy, and wrote a good copy from a graphic

organizer (P2Wnc - no checklist), during class time only. Note: all work was collected by the ELA teacher at the end of each class.

34. Participants passed in the good copy of their poetry response for their second poem done with a graphic organizer but no checklist (P2Wnc). Graphic organizers were also collected.

2nd Poem – Checklist use for Poetry Response

35. The ELA teacher passed back the good copy of student and participant's poetry responses (P2Wnc - written with a graphic organizer no checklist), passed out a checklist, and a red pen. The teacher did a quick review of checklist use. Each participant used and completed the checklist for proofreading/editing matters of correctness, during class time only. Note: all work was collected by the ELA teacher at the end of each class.

36. Participants passed in their edited copy of their poetry response for their second poem done with a graphic organizer and proofread/edited with a checklist (P2Wc). Checklists were also collected. A total assessment of each participant's poetry response (P2Wnc) was done by the ELA teacher. Then a limited assessment of each participant's poetry response (P2Wc) was done by the ELA teacher.

37. Participants returned during the day and privately viewed their personal results (tally sheets) for matters of correctness, areas of analysis, expanding ideas, and support of points for book and poetry responses.

Questionnaire

38. Three additional questions were added to the questionnaire for the book response and to the poetry response sections to aid analysis regarding inhibitor factors, and environmental change.

39. Participants were read the questions on the questionnaire, regarding instrument usage, by the teacher rather than participants completing them totally themselves, due to the anticipated

number of clarifying questions participants might have. Participants passed them in, and an analysis of participant's work was done by the ELA teacher.

Data Analysis

To facilitate participant comprehension of the results of instrument usage, the research in this study relied on quantitative methods with the use of tally sheets for analysis of matters of correctness, book response analysis, and for poetry response analysis. Students scored one point for each correct entry/response.

The total number of possible correct answers for the pretest and post test for matters of correctness was a set number; however, the possible number of errors was not; therefore, a number correct minus number wrong scoring (net difference) was used, to determine the score for a participant's level of knowledge. Due to the number wrong not being a set number, this caused the matters of correctness scores to have to be recalculated into percentages for Minitab processing. The Minitab program was used to process and analyze the statistical data. Two-sample t tests were performed with the level of significance set at 0.05, and the tables herein include both standard error and standard deviation along with p values. Through the use of the Minitab program, for the level of knowledge score, the hypothesis test was set at 50%, given the typical pass/fail rate for tests is 50%. Also, one-sample t tests were performed using the Minitab program, to determine the mean net post-test score for matters of correctness (average percentage correct minus average percentage wrong), the mean net pre test score, and the standard deviation scores for each. These scores were used to ascertain increase in knowledge of matters of correctness, from pretest to post-test, through the use of the following formulae: $\frac{\text{post-test mean} - \text{pretest mean}}{\sqrt{\frac{\text{standard deviation of post-test mean} + \text{standard deviation of pretest mean}}{2}}}$. The results were compared to the following scale to determine level

of change in knowledge from pretest to post-test for proper usage of matters of correctness: 0.20 = small change/effect; 0.50 = medium change/effect; and 0.80 = large change/effect. The same formulae and scale were used to determine level of effect of checklist usage regarding matters of correctness (capital letters, commas, quotation marks, end punctuation, totals), and to determine effect of graphic organizer usage regarding areas of analysis, expanding ideas, support of points, for the book and two poetry responses.

As well, a researcher's logbook was developed by the researcher to note details and observations which, through the formative methodological style of this study, was used to investigate the need for reshaping of this study's strategies and/or instruments.

Pretest - Post test

The total possible correct for both the pre and post test was 81 entries comprised of 36 capital letters, 24 commas, 8 question marks and 13 for end punctuation (6 periods, 5 question marks, 2 exclamation marks). A tally sheet, indicating total possible correct, total number correct (one point for each correct entry, single quotation marks counted), total number wrong, and the difference between the number correct and the number wrong (see Appendix E), was used to determine a baseline for knowledge from the pretest for matters of correctness. The post test of matters of correctness was used to assess and determine the knowledge level, and increases/decreases of knowledge of matters of correctness between the pretest and post test. A tally sheet was also used to indicate total possible correct, total number correct, total number wrong, the difference between the number correct and number wrong, and net difference between the pretest and post test (see Appendix E). Using the Minitab program, a t test in matched pairs was done to determine the mean differences between the post test and pretest for both correct and wrong responses, and to determine the score. The score is the percentage for

level of student understanding based on the net difference (number correct minus number wrong of the post test) and use of a hypothesis-test with passing level set at 50% (see Appendix S). As well, the Minitab program, change formulae, and change scale were used to determine the level of change in knowledge of matters of correctness post test compared to pretest based on net matter of correctness scores (correct minus wrong).

Book Response, Poetry Responses (two poems) – with/without a graphic organizer

Partial assessments (number of areas of analysis items stated, number of entries for each area - expanding ideas, and support of ideas/points - use of quotes and/or a personal connection), for the book response through the use of Areas of Analysis – Book Response, Expanding Ideas - Book Response, and Support of Points - Book Response tally sheets (see Appendices F1, F2, F3), and through the use of the tally sheets for poetry response analysis (see Appendices G1, G2, G3), for calculation of total number for those three areas, were assessed using the good copy of each participant's book or poetry response (without the use of a graphic organizer or checklist).

A total assessment (calculation of total number of areas of analysis, number of expanding ideas, and number of support of points made by participants), through the use of three tally sheets, was done of the good copy of the book response (with the use of a graphic organizer but without a checklist) (see Appendices F1, F2, F3) and of the good copy of each poetry response (see Appendices G1, G2, G3). Also, tally sheets were used to calculate the number correct and number wrong, for each of the matters of correctness (capital letters, commas, quotation marks, and end punctuation: periods, question marks, exclamation marks) included by participants (see Appendices F4, G4).

Through the use of the tally sheets for a book response analysis, the number of areas of analysis, the number of ideas for each area of analysis, and number of supported ideas, for the

book response with no use of a graphic organizer, were compared to the book response which used a graphic organizer, to determine impact on those three: areas of analysis, ideas, and support of ideas (see Appendices F1, F2, F3), and the same procedure was used for the responses to each of the two poems (see Appendices G1, G2, G3). A Minitab worksheet for the book response (see Appendix T1), showing number of entries made by participants in their writing, and the difference between responses written without and with the use of a graphic organizer, was used for analysis purposes of the impact of graphic organizer use on book response writing, and the same type of worksheet was used for analysis purposes of the impact of graphic organizer use on poetry response writing. Through the use of the Minitab program, mean scores of entries for each of the three areas of criteria for book response and poetry response writing, without and with the use of a graphic organizer (see Figure 5.1, Figure 5.3, Figure 5.5), were calculated. The mean of the difference of number of entries for areas of analysis, expanding ideas, support of points and totals, when using a graphic organizer compared to not using one, was calculated for the book then each of the poetry responses, and through a t test of matched pairs, a determination of significance was made (see Table 5.6, Table 5.8, Table 5.10). As well, the Minitab program, effect formulae, and effect scale were used to determine the level of effect (increase/decrease of the number of entries) for areas of analysis, expanding ideas, and support of points with the use of a graphic organizer compared to not using a graphic organizer based on net (correct minus wrong) mean number of entries.

Book Response, Poetry Responses (two poems) – with and without a checklist

The good copy of the book response and the two poetry responses (using a graphic organizer and a checklist) were each assessed using a limited assessment for matters of correctness, through the use of a tally sheet for matters of correctness analysis (see Appendices

F4, G4), to calculate number correct, number wrong, total number for each of the matters of correctness, (capital letters, commas, quotation marks, and end punctuation - periods, question marks, exclamation marks), and calculate a total of all four.

Through the use of tally sheets for Matters of Correctness Analysis (see Appendices F4, G4), (indicating number correct, number wrong, total number, and the increase or decrease between the response written with a checklist and written without one), the total number of capital letters, commas, quotation marks, and end punctuation (periods, question marks, and exclamation marks) for matters of correctness in the book response, which used a graphic organizer but no checklist, was compared to the total number of those same elements of matters of correctness in the book response or each of the poetry responses, which used a graphic organizer and checklist. Using the Minitab program worksheets (see Appendices U, V, W) the scores for each of the responses were calculated in percent for the number correct, and number wrong, (written with and without a checklist) for the matters of correctness, in order to calculate the differences between net correct and net wrong ($\text{DiffCorrect}/\text{DiffWrong}$) written with and without a checklist, and to calculate each of their differences (Diffnet). Also, the Minitab program was used to calculate the mean differences, as shown in Figure 5.2 for the book response, in Figure 5.4 for the first poetry response, in Figure 5.6 for the second poetry response, and a t test of matched pairs was done for each to determine significance of the mean increase for the difference correct for matters of correctness in book and poetry responses written with a checklist, compared to without using a checklist (see Tables 5.7, 5.9, 5.11), thus facilitating a determination of the impact of a checklist on response writing when a checklist is used compared to when not used with a graphic organizer. As well, the Minitab program, effect formulae, and effect scale were used to determine the level of effect (increase/decrease of the number of proper

usages of the matters of correctness – capital letters, commas, quotation marks, end punctuation) with the use of a checklist compared to not using a checklist based on net (correct minus wrong) mean number of entries.

Impact of a Graphic Organizer on Book and Poetry Responses

Through the use of the tally sheets for Book and Poetry Response Analysis (see Appendix F1-3, G1-3), the Minitab Bk P1P2 W WO Gr. Org. AofA Ex Id Supp Pts. worksheet (see Appendix T1), the Minitab Totals Bk P1P2AofA Exp Id Supp of Pts - positive worksheet (see Appendix T1), Tables 5.6, 5.8, 5.10, and Figures 5.1, 5.3, and 5.5, a comparison was made of the totals for the areas of analysis, expanding of ideas, and support of points, when no graphic organizer was used compared to when one was used, for the book response and poetry responses to the first and second poems, to determine the overall impact of graphic organizer use on participant response writing.

Impact of a Checklist for Matters of Correctness on Book and Poetry Responses

A comparison was made between the totals of matters of correctness when a checklist was not used for the book response, poetry response to the first poem, poetry response to the second poem, and when a checklist was used, through the use of the tally sheets Matters of Correctness (see Appendices F4, G4), the Totals Matters of Correctness bk p1 p2 (see Appendix X) Minitab worksheet, and Minitab worksheets for each matter of correctness (see Appendices U, V, W, Tables 5.7, 5.9, 5.11, Figures 5.2, 5.4, 5.6), to determine the overall impact of checklist use and none use when a graphic organizer was used.

Instructional intervention - improvement

The findings regarding graphic organizer use, as can be seen in Figures 5.1, 5.3, and 5.5, were used to address which of the three intervention formats a) teacher-prepared criteria

handouts alone; b) handouts coupled with a herringbone/expanding points graphic organizer; a herringbone/expanding points graphic organizer and handouts without a checklist; or c) a graphic organizer and handouts with a checklist, would cause the greatest improvement of participant book/poetry response writing. As well, the findings regarding checklist use, as can be seen in Figures 5.2, 5.4, and 5.6, were used to analyze whether participants increased the percentages for each of the matters of correctness for their book response and poetry responses as a result of using a checklist.

Generalization/internalization of checklist use

The findings for matters of correctness regarding the book response, poetry response to the first poem, and the response to the second poem (with the use of a checklist compared to not using one) (see Figures 5.2, 5.4, 5.6) were analyzed to investigate possible generalization/internalization of checklist use.

Questionnaire – factor impact on effectiveness of use of interventions

The participants' questionnaires (see Appendix L), designed to indicate yes/no answers as having or not having an inhibitor factor that could impact effectiveness of the use of the instruments used in this study, were used to determine whether the factors of completion of rough copies, redoing good copies, or having a mind set toward graphic organizers indicated possible impact of effectiveness of use of the interventions/instruments for improvement of participant book/poetry response writing. Also, the use of tally sheets for these questionnaires (see Appendix R), the Minitab worksheets Bk P1 P2 W WO Gr. Org. AofA Ex Id Supp Pts. (see Appendix T1), and the two worksheets Tally Sheet Factor no Factor Book Response (see Appendix Y1) and Poetry Responses (see Appendix Y2) were used in the analysis for this

determination. As well, from these findings, and through the use of the researcher's log, consideration was given to the reshaping of the interventions.

For a general investigation of these three questions: whether the factors of completion of rough copies, redoing good copies, or having a mind set toward graphic organizers indicated possible impact of effectiveness of use of the interventions/instruments for improvement of participant book/poetry response writing, an analysis of the entries for areas of analysis, expanding of points and support of points (see Appendix T1, Tables 5.7, 5.8) was also carried out.

Environmental change - future use of interventions for book/poetry response writing

Evidence to verify possible environmental change (future use of the book and poetry-response graphic organizers by the teacher and/or the participants for the purpose of book and/or poetry response writing) was investigated through an analysis of the questionnaire (see Appendix L), and through the use of a tally sheet (see Appendix R) for those questions dealing with instruments/interventions (teacher-prepared notes/information sheets, graphic organizer, checklist) participants preferred or chose related to achievement, through the Minitab tally sheets - Tally Sheets Factor no Factor for Book and Poetry Responses (see Appendix Y1, Y2), and through the Minitab worksheet Environmental Change Notes, Checklist, Gr. Org (see Appendix Z)

Prior Use factor on Environmental Change

From the results of the questionnaire (see Appendix L), and the Minitab Environmental Change Notes, Checklist, Gr. Org. worksheet (see Appendix Z), prior participant use of a graphic organizer for writing a book or poetry response and the use of a checklist for response writing were each investigated as possible factors of environmental change.

Preference of Instrument Usage

Also, from the results of the questionnaire (see Appendix L), and the Minitab Environmental Change Notes, Checklist, Gr. Org. worksheet (see Appendix Z), a preference of instrument usage was investigated as possible factors of environmental change, specifically future use of the instruments used in this study.

CHAPTER V

Findings and Discussion

Pretest - Post test

Through an analysis of the pretests and the post tests a determination of knowledge level and increases/decreases of knowledge of matters of correctness was made. One-sample t tests were used to determine the mean net post-test score for matters of correctness (average percentage correct minus average percentage wrong), the mean net pretest score, and the standard deviation scores for each. These scores were used to ascertain increase in knowledge of matters of correctness, from pretest to post-test, and compared to the following scale to determine level of change in knowledge: .20 = small change; .50 = medium change; and .80 = large change. As well, a t test in matched pairs was done to determine the mean differences between the post test and pretest for both correct and wrong responses, and to determine the Score. The Score is the percentage for level of student understanding based on the net difference (number correct minus number wrong of the post test) with the hypothesis-test set at 50% (see Appendix S), as detailed in the findings that follow.

Pretest Matters of Correctness Capital Letters

From the pretest, out of 36 possible correct for capital letters, the scores ranged from 22 to 35 for number correct, 2 to 14 for number wrong, and 9 to 33 for net scores (See Appendix S), with a mean pretest score of 20.1 entries (number correct minus number wrong) and standard deviation of 9.06. Ten of ten participants had more correct than wrong, with variation of scores for proper use of capital letters. Some scores for capital letters correct indicate strong prior knowledge however five of the ten participants had several errors (Appendix S). The number of

errors suggests that at least 50% of the participants do not have adequate prior knowledge about correct use of capital letters.

Post Test Matters of Correctness Capital Letters

From the post test, out of 36 possible correct for capital letters, the scores ranged from 24 to 36 for number correct, 2 to 10 for number wrong, and 16 to 34 for net scores (See Appendix S), with a mean post test score of 26.9 entries (number correct minus number wrong) and standard deviation of 6.21. Ten of ten participants continued to have more correct than wrong with a difference between number correct and wrong for proper use of capital letters. The number correct supports strong prior knowledge for some participants. The number wrong decreased by nearly 50% (see Appendix S), indicating acquisition of new knowledge, and supports questioning retention/recall of new knowledge as a possible factor for low scores.

Table 5.1
Pre/Post Test Matters of Correctness Capital Letters

Criteria	Mean	SE	SD	P-Value
Diff. correct	2.6	1.19	3.78	0.029
Diff. wrong	-4.2	1.12	3.55	0.002
Score	0.747	0.0543	0.1718	0.001

In comparing the pretest to the post test for capital letters, the mean increase for difference correct of 2.6 was significant (0.05 significance level), as was the mean decrease of -4.2 for difference wrong. The post test mean of 74.7% for net difference (number correct minus number wrong), was significant with a p-value of 0.001, indicating that 74.7% of the participants had a 50% level of knowledge for proper use of capital letters on the post test. As well from the

results of the single-sample t test, calculation through the level of change formulae - the mean net pretest score (average percentage correct minus average percentage wrong) subtracted from the mean net post test score, then divided by the result of the addition of the standard deviation scores for mean net pretest and mean net post test divided by 2 - and scores compared using the following scale in determination of level of change in knowledge from pretest to post-test for proper usage of matters of correctness: 0.20 = small change; 0.50 = medium change; and 0.80 = large change; it was determined that the level of change between the pretest and post test for proper usage of capital letters was large with a scoring of 0.89.

Pretest Matters of Correctness Commas

From the pretest, out of 24 possible correct for commas, the scores ranged from 4 to 16 for number correct, 8 to 22 for number wrong, and -17 to 8 for net scores (See Appendix S), with a mean pretest score of -4.60 entries (number correct minus number wrong) and standard deviation of 9.20. Three of ten participants had more correct than wrong, for proper use of commas. Six of ten had more wrong than correct, and one of the ten had the same number correct as wrong. Overall number wrong was greater than number correct, which would indicate poor prior knowledge (see Appendix S).

Post test Matters of Correctness Commas

From the post test, out of 24 possible correct for commas, the scores ranged from 7 to 19 for number correct, 4 to 18 for number wrong, and -10 to 15 for net scores, with a mean post test score of 1.40 entries (number correct minus number wrong) and standard deviation of 8.95. Six of ten participants had more correct than wrong, indicating twice as many participants improved post test to pretest, with a range of difference scores for number correct and wrong for proper use of commas. Four of ten participants had more wrong than correct. The increase of total number

correct pretest to post test was 29, which shows considerable new knowledge for proper use of commas, and supports questioning the impact of new knowledge. The decrease of total number wrong pretest to post test was 31. Scores indicate that comma use is not well understood, which could be a factor for low scores in this study (see Appendix S).

Table 5.2
Pre/Post Test Matters of Correctness Commas

Criteria	Mean	SE	SD	P-Value
Diff. correct	2.9	1.48	4.68	0.041
Diff. wrong	- 3.10	1.29	4.07	0.02
Score	0.058	0.118	0.375	0.998

In comparing the pretest to the post test, the mean increase for difference correct of 2.9 was significant, as was the mean decrease of -3.10 for difference wrong. The post test mean of 5.8% for net difference (number correct minus number wrong), was not significant with a p-value of 0.998, indicating that the average student score was only 5.8% for proper use of commas on the post test. However, from the results of the single-sample t test, the calculation through the level of change formulae, and from the comparison of scores to the change scale, it was determined that the level of change between the pretest and post test for proper usage of commas was a medium level of change with a scoring of 0.661.

Pretest Matters of Correctness Quotation Marks

From the pretest, out of 8 possible correct for question marks, the scores ranged from 0 to 8 for number correct, 0 to 8 for number wrong, and -8 to 8 for net scores (See Appendix S), with a mean pretest score of -1.60 entries (number correct minus number wrong) and standard

deviation of 7.59. Four of ten participants had more correct than wrong, for proper use of quotation marks. Six of ten did not have any correct and a seventh participant had all of the quotation marks used correctly for the expected situations, but added additional quotation marks to score four wrong. Overall, scores indicate little prior knowledge for proper use of quotation marks.

Post test Matters of Correctness Quotation Marks

From the post test, out of 8 possible correct for quotation marks, the scores ranged from 0 to 8 for number correct, 0 to 12 for number wrong, and -12 to 8 for net scores (See Appendix S), with a mean post test score of 1.40 entries (number correct minus number wrong) and standard deviation of 7.06. Eight of ten participants had more correct than wrong for proper use of quotation marks, and one of ten did not have any correct. The total number of errors decreased from 52 to 36, and the total number correct increased from 32 to 50. This indicates significant growth of new knowledge, and supports questioning impact of new knowledge. As well, scores indicate that one half of the participants do not have a 50% level of knowledge for proper use of quotation marks, which could be a cause for low scores during the study. Therefore, proper use of quotation marks is an area of weakness even though improvement was shown from pre-testing to post testing.

Table 5.3
Pre/Post Test Matters of Correctness Quotation Marks

Criteria	Mean	SE	SD	P-Value
Diff. correct	1.8	1.09	3.46	0.067
Diff. wrong	-1.20	0.904	2.86	0.109
Score	0.175	0.279	0.882	0.863

In comparing the pretest to the post test for quotation marks, the mean increase for difference correct of 1.8 was only marginally significant, and the mean decrease of -1.20 for difference wrong was not significant. The post test mean of 17.5% for net difference (number correct minus number wrong), was not significant with a p-value of 0.863, indicating that the average score was 17.5% for proper use of quotation marks on the post test. However, from the results of the single-sample t test, the calculation through the level of change formulae, and from the comparison of scores to the change scale, it was determined that the level of change between the pretest and post test for proper usage of quotation marks was a small to medium level of change with a scoring of 0.4095.

Pretest Matters of Correctness End Punctuation

From the pretest, out of 13 possible correct for end punctuation, the scores ranged from 6 to 13 for number correct, 0 to 7 for number wrong, and -1 to 13 for net scores (See Appendix S), with a mean pretest score of 7.70 entries (number correct minus number wrong) and standard deviation of 4.32. Specifically, only one participant had more wrong than correct for proper use of end punctuation, with a difference of only one, which would indicate that overall, end punctuation was not an area of difficulty for participants. Scores indicate that prior knowledge appears strong.

Post test Matters of Correctness End Punctuation

From the post test, out of 13 possible correct for end punctuation, the scores ranged from 7 to 13 for number correct, 0 to 6 for number wrong, and 1 to 13 for net scores (See Appendix S), with a mean post test score of 8.30 entries (number correct minus number wrong) and standard deviation of 3.65. Specifically, all participants had more correct than wrong for proper use of end punctuation indicating overall improvement, although the difference between pretest

and post test number correct, and between pretest and post test number wrong was minimal (decrease of 8 errors by 5 participants, increase of 5 errors by four participants post test compared to pretest; increase of 9 correct entries by five participants, decrease of 6 correct entries by four participants post test compared to pretest). Generally the scores for number correct and for number incorrect indicate continued strong prior knowledge. Although numbers for increases and decreases between the pretest and post test indicate improvement, they also support limited new knowledge and, therefore, expected long-term recall.

Table 5.4
Pre/Post Test Matters of Correctness End Punctuation

Criteria	Mean	SE	SD	P-Value
Diff. correct	0.3	0.597	1.889	0.314
Diff. wrong	-0.30	0.496	1.567	0.28
Score	0.639	0.0888	0.2808	0.076

In comparing the pretest to the post test for end punctuation, the mean increase for difference correct of 0.3 was not significant, nor was the mean decrease of -0.30 for difference wrong. The post test mean of 63.9% for net difference (number correct minus number wrong), was not significant with a p-value of 0.076, indicating that although the average score was 63.9% for proper use of end punctuation on the post test, students did not make significant gains in proper usage from pretest to post test. It appears that on average participants do not have a strong level of understanding for proper use of end punctuation with a pass rate set at 50%. As well from the results of the single-sample t test, the calculation through the level of change formulae, and from the comparison of scores to the change scale, it was determined that the level of change between

the pretest and post test for proper usage of end punctuation was below a small level of change with a scoring of -0.150.

Pretest Matters of Correctness Totals

From the pretest, out of 81 possible matters of correctness correct, the scores ranged from 36 to 71 for number correct, 16 to 49 for number wrong, and -13 to 52 for net scores (see Appendix S), with a total mean pretest score of 21.60 entries (total number correct minus total number wrong) and standard deviation of 24.11. Eight of ten participants had more correct than wrong on their pretest of total number for matters of correctness. Scores indicate that four of the ten participants have indicators for low prior knowledge.

Post test Matters of Correctness Totals

From the post test, out of 81 possible matters of correctness correct, the scores ranged from 45 to 74 for number correct, 11 to 41 for number wrong, and 4 to 62 for net scores (see Appendix S), with a total mean pretest score of 37.90 entries (number correct minus number wrong) and standard deviation of 21.16. Ten of ten participants had more correct than wrong for total number of matters of correctness. The total number of entries correct increased from pretest to post test by 76 entries, and total number of entries wrong decreased, pretest to post test, by 91 entries. Therefore, the overall increase pretest to post test was great, but overall decrease was even greater, which indicates that participants corrected a large number of prior errors. This is an indicator of new knowledge, and that recall of new knowledge could be a factor for consideration in this study. Total number of entries correct at 532 (pretest) and 608 (post test) indicate good prior knowledge, however large numbers for entries wrong at 320 (pretest) and 229 (post test) indicate an error base of more than 50% of number correct on the pretest, and 30% of number correct on the post test. Therefore, overall, participants decreased errors

considerably but their level of understanding on average is low, due to their number of errors, and may be weak due to the 20% newly acquired information over prior knowledge from pretest to post test. Generally, participants had a level of understanding over 50% for proper use of capital letters and end punctuation, but did not have an acceptable level of understanding for the use of commas and quotation marks.

Table 5.5
Pre/Post Test Matters of Correctness Totals

Criteria	Mean	SE	SD	P-Value
Diff. correct	7.6	2.43	7.69	0.006
Diff. wrong	-8.70	2.26	7.15	0.002
Score	0.468	0.083	0.2624	0.646

Summary

In comparing the totals of number correct for matters of correctness pretest to the post test, the mean for difference of entries correct was significant at 7.6, as was the mean of -8.70 for difference of entries wrong. The post test mean, however, of 0.468 for net difference (number correct and number wrong) was not significant with a p-value of 0.646. Therefore, on average, students increased their number correct and decreased their number wrong between pretest and post test, but the average score was only 46.8% on the post test, which was not significant. As well from the results of the single-sample t test, the calculation through the level of change formulae, and from the comparison of scores to the change scale, it was determined that the level of change between the pretest and post test for proper usage of matters of correctness was a medium to high level of change with a scoring of 0.72.

Book Response – with/without a graphic organizer

The good copies of each participant's book response, without the use of a graphic organizer or checklist, then with the use of a graphic organizer but without a checklist, were assessed and compared considering number of areas of analysis stated, number of entries for expanding ideas, and number of quotes and/or personal connections (see Appendices F1, F2, F3, T1) to determine impact of those three areas on book response writing when using/not using a graphic organizer. One-sample t tests were performed using the Minitab program, to determine the mean of entries for areas of analysis stated, number of expanding ideas, and number of quotes and/or personal connections with the use of a graphic organizer, the mean of entries without the use of a graphic organizer, and the standard deviation scores for each. These scores were used in the effect formulae: mean of entries with graphic organizer – mean of entries without graphic organizer then divided by (standard deviation of mean entries with graphic organizer plus standard deviation of mean entries without graphic organizer divided by 2). The result was compared to the effect scale to determine level of effect of use of a graphic organizer regarding areas of analysis, expanding ideas, and support of points for the book response: 0.20 = small effect; 0.50 = medium effect; and .80 = large effect. Also, a t test of matched pairs was used to calculate and determine significance of the mean of the difference of number of entries for areas of analysis, expanding ideas, support of points and totals when using a graphic organizer compared to when not using one. Impact of graphic organizer usage on book response writing is detailed in the following findings.

Table 5.6
 Book Response - increase of number of entries between no use and use of a graphic organizer

Criteria	Mean	SE	SD	P-Value
Areas of Analysis	4	1.11	3.5	0.003
Expanding Ideas	8	1.33	4.22	0
Support of Points	4.8	1.85	5.87	0.015
Totals	16.8	2.74	8.68	0

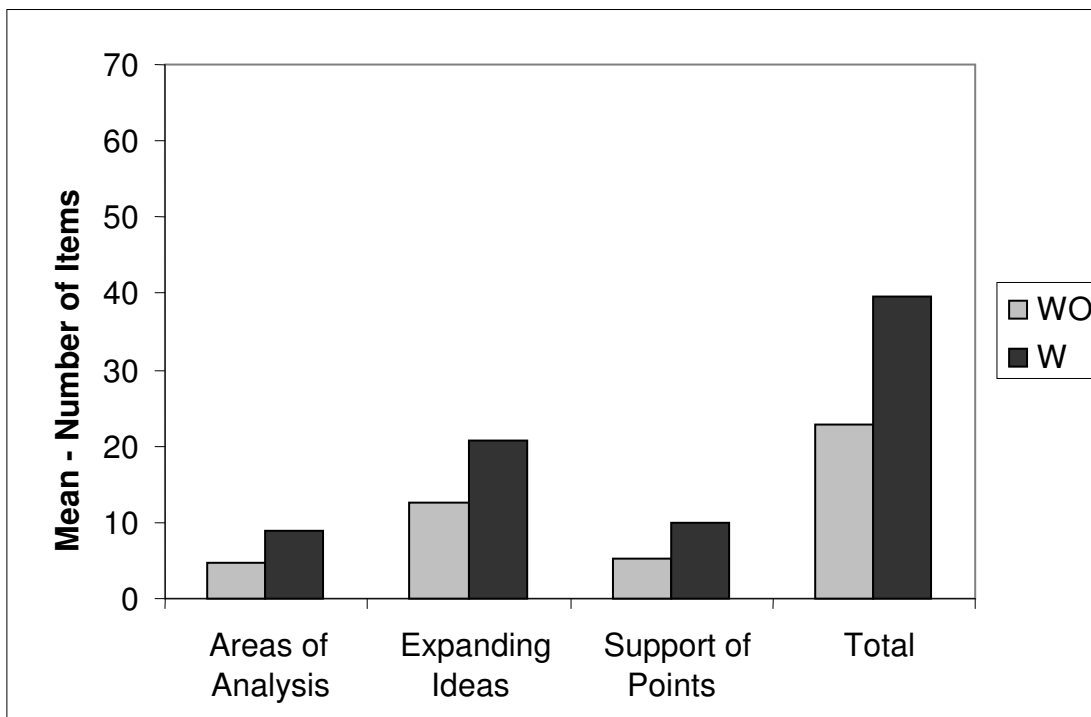


Figure 5.1. Book Response – mean scores of number of entries for Areas of Analysis, Expanding Ideas, Support of Points written without then with the use of a graphic organizer

Areas of Analysis – book response

From the participants’ tally sheets for their book responses, for areas of analysis the scores ranged from 2 to 8 entries without a graphic organizer, from 3 to 12 entries with the use of a graphic organizer, and -2 to 9 for the difference between using and not using a graphic

organizer (see Appendix T1). The total for Areas of Analysis for the book response improved from the total number of 48 entries/ideas the participants stated, regarding the area/topic to be discussed without the use of a graphic organizer, to 88 entries/ideas (see Figure 5.1, Appendix T1), showing a significant increase of 40 more entries/ideas (see Table 5.6), or an 83% improvement when using a graphic organizer. However, two of ten participants had a negative difference with the use of a graphic organizer over not using a graphic organizer, scoring -1 and -2 entries/ideas (see Appendix T1). The mean number of entries, with the use of a graphic organizer, of 8.8 entries and standard deviation of 3.12 compared to the mean number of entries, without the use of a graphic organizer, of 4.8 and standard deviation of 1.619, through the use of the effect formulae and effect chart, indicate that the effect of graphic organizer use regarding areas of analysis for the book response is large at 1.688.

Expanding Ideas – book response

From the tally sheets for expanding ideas the scores ranged from 6 to 21 entries without a graphic organizer, from 9 to 29 entries with the use of a graphic organizer, and 3 to 17 for the difference between using and not using a graphic organizer (see Appendix T1). The total for Expanding Ideas for the book response improved from 127 entries/ideas participants stated, about each area of analysis when not using a graphic organizer, to 207 entries/ideas (see Figure 5.1, Appendix T1), showing a significant increase of 80 entries/ideas made about their area/topic (see Table 5.6), or a 63% improvement when using a graphic organizer compared to not using one. As well, the mean number of entries, with the use of a graphic organizer, of 20.70 entries and standard deviation of 6.63 compared to the mean number of entries, without the use of a graphic organizer, of 12.7 and standard deviation of 4.55, through the use of the effect formulae

and effect chart, indicate that the effect of graphic organizer use regarding expanding ideas for the book response is large at 1.43.

Support of Points – book response

From the tally sheets for support of points the scores ranged from 0 to 12 entries without a graphic organizer, from 3 to 30 entries with the use of a graphic organizer, and -1 to 18 for the difference between using and not using a graphic organizer (see Appendix T1). The total for Support of Points for the book response improved from 52 quotes or personal connections participants made to support their ideas/entries when not using a graphic organizer, to 100 quotes or personal connections (see Figure 5.1, Appendix T1), showing a significant increase of 48 quotes or connections made to support their ideas/entries (see Table 5.6), or a 92% improvement when using a graphic organizer over not using one. One of ten participants had a negative score when using a graphic organizer over not using one scoring -1 entries/ideas; and one participant showed no difference when using or not using the graphic organizer. The mean number of entries, with the use of a graphic organizer, of 10.0 entries and standard deviation of 7.77 compared to the mean number of entries, without the use of a graphic organizer, of 5.2 and standard deviation of 3.36, through the use of the effect formulae and effect chart, indicate that the effect of graphic organizer use regarding support of points for the book response is large at 0.862.

Summary

From the participants' tally sheets for their book responses for total areas of analysis, expanding ideas, and support of points, scores ranged from 15 to 32 entries without a graphic organizer, and from 29 to 51 entries with a graphic organizer (see Appendix T1). The total number of entries for all three areas when using a graphic organizer for this book response was

395 entries compared to 227 when not using a graphic organizer (see Figure 5.1, Appendix T1), a difference of 168 entries or an average improvement of 78% when using a graphic organizer. Therefore, due to the mean increase of 4 entries for Areas of Analysis, 8 for Expanding Ideas, 4.8 for Support of Points, and the total of 16.8 entries, all with p-values indicating significant increases, there is evidence to indicate strong improvement in participant writing for this book response regarding areas of analysis, expanding ideas, and support of points when using the graphic organizer in this study over not using it (see Table 5.6). This is further supported by the mean of the totals for areas of analysis, expanding ideas, and support of points, with the use of a graphic organizer, of 39.5 entries and standard deviation of 9.37 compared to the mean of the totals for the three areas, without the use of a graphic organizer, of 22.70 and a standard deviation of 4.67. Through the use of the effect formulae and effect chart, it is indicated that the effect of graphic organizer use regarding areas of analysis, expanding ideas, and support of points for the book response is large at 2.393.

Book Response – with and without a checklist

The good copies of the book responses (using a graphic organizer and a checklist and not using a checklist) were assessed and compared considering number of matters of correctness correct, number wrong, total number for each (capital letters, commas, quotation marks, and end punctuation - periods, question marks, exclamation marks), total of all four, and the increase or decrease between the responses written with a checklist and written without one (see Appendix F4). One-sample t tests were performed using the Minitab program, to determine the net mean of entries in percent (correct minus wrong) for matters of correctness with the use of a checklist, the net mean of entries in percent without the use of a checklist, and the standard deviation scores for each. These scores were used in the effect formulae: net mean of entries in percent

with checklist – net mean of entries in percent without checklist, then divided by (standard deviation of net mean entries in percent with checklist plus standard deviation of net mean entries in percent without checklist divided by 2). The result was compared to the effect scale to determine level of effect of use of a checklist regarding matters of correctness – capital letters, commas, quotation marks, end punctuation, for the book response: 0.20 = small effect; 0.50 = medium effect; and .80 = large effect. Also, a t test of matched pairs was used to determine significance of the mean increase for the difference correct for matters of correctness in book responses written with a checklist, compared to without a checklist (see Table 5.7), and to determine the impact of checklist usage on book response writing as outlined in the following findings.

Table 5.7
 Book Response - difference correct in percent for responses written without then with the use of a checklist for matters of correctness

Criteria	Mean	SE	SD	P-Value
Capitals	6.99	3.16	10	0.027
Commas	1.397	0.833	2.634	0.064
Quotations	7.71	6.99	22.12	0.169*
End Punctuation	1.72	1.2	3.60	0.094**
Total	6.29	3.78	11.95	0.065
*transformed with square transformation				
**one outlier removed				

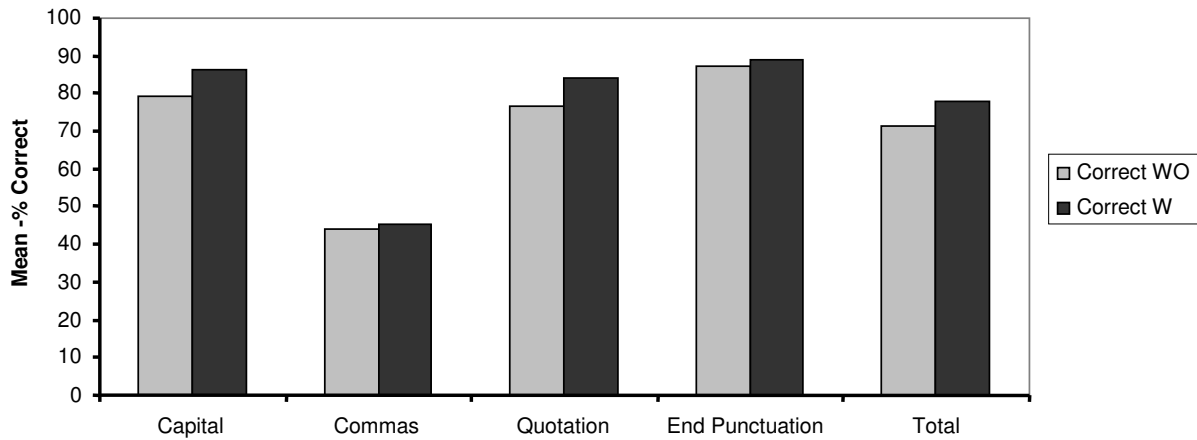


Figure 5.2. Book Response – comparison of mean percentages correct, without and with the use of a checklist for matters of correctness

Book Response without use of a checklist - capital letters

From the participants’ tally sheets for their book responses, capital letter scores in percentages ranged from 49 to 99 for correct usage (mean 77.476%), from 2 to 51 for wrong usage (mean 20.524%), and from -2 to 97 for net difference without a checklist (see Appendix U), with a mean net score (correct minus wrong) of 59.0% (entries) and standard deviation of 33.3. Nine of ten participants scored higher percentages for number of capital letters correctly used compared to being used incorrectly. One of the nine had only an 18.42% difference correct compared to wrong, however eight participants had scores indicating a good knowledge base for proper capital letter usage. One participant had more wrong than correct, but only had a -2.12% difference between number correct and wrong (see Appendix U).

Book Response with use of a checklist - capital letters

From the tally sheets for the book responses, capital letter scores in percentages ranged from 65 to 100 for correct usage (mean 86.468%), from 0 to 35 for wrong usage (mean 13.532%), and from 30 to 100 for net difference with the use of a checklist (see Appendix U), with a mean net score (correct minus wrong) of 72.94% (entries) and standard deviation of

21.42. Ten participants had more correct than wrong, an increase of one participant, scoring higher when using a checklist over not using one (see Appendix U). Total of percentages for correct usage was 864.68 when using a checklist, and when not using a checklist was 794.76, an increase of 69.92 percentage points (see Figure 5.2), and total of percentages for incorrect usage decreased from 205.24 without a checklist to 135.32, when using a checklist. Three of ten participants showed no difference using a checklist over not using one, with two of the three participants scoring above 90% for correct usage. The mean increase 6.99% for the difference correct, with use of a checklist compared to not using one, was significant to support improvement for capital letter usage with a checklist for book response writing (see Table 5.7), supported also from the results of the effect formula scoring of 0.5095 indicating a medium effect of checklist usage for proper use of capital letters from comparison to the effect scale.

Book Response without use of a checklist - commas

From the participants' tally sheets for their book responses, comma scores in percentages ranged from 0 to 79 for correct usage (mean 43.831%), from 21 to 100 for wrong usage (mean 56.163%), and from -100 to 57 for net difference without a checklist (see Appendix U), with a mean net score (correct minus wrong) of -12.3% (entries) and standard deviation of 49.3. Three of ten participants had more commas used correctly than incorrectly used, one had the same percentage correct as wrong, and four had more wrong than correct, without the use of a checklist (see Appendix U). Scores for correct usage and incorrect usage indicate a lack of prior knowledge for proper use of commas.

Book Response with use of a checklist - commas

From the tally sheets for the book responses, comma scores in percentages ranged from 6 to 83 for correct usage (mean 45.23%), from 17 to 94 for wrong usage (mean 54.766%), and

from -88 to 66 for net difference with the use of a checklist (see Appendix U), with a mean net score (correct minus wrong) of -9.5% (entries) and standard deviation of 49.5. Three of ten participants had more correct than wrong with the use of a checklist, as was the case without the use of a checklist (see Appendix U), and one had the same number of correct as wrong. Total of percentages correct increased from 438.37 to 452.34 (see Figure 5.2), with the use of a checklist, an increase of 13.97 percentage points, and although the total of percentages for incorrect comma usage decreased, with the use of a checklist, to -95.32 from -123.26 without using one indicating improvement, the mean increase of 1.397% of difference correct with the use of a checklist compared to not using one was only marginally significant (see Table 5.7). As well, the level of these scores continue to indicate a lack of understanding for proper use of commas, which was also a finding from the post test for matters of correctness (see Table 5.2). From the results of the effect formula scoring of 0.056 and a comparison to the effect scale, a less than small effect was indicated regarding support of checklist usage for proper use of commas.

Book Response without use of a checklist – quotation marks

From the participants' tally sheets for their book responses, quotation mark scores in percentages ranged from 54 to 100 for correct usage (mean 76.51%), from 0 to 100 for wrong usage (mean 23.49%), and from -100 to 100 for net difference without a checklist (see Appendix U), with a mean net score (correct minus wrong) of 53.0% (entries) and standard deviation of 64.8. Nine of ten participants had more quotation marks used correctly than incorrectly used, and seven of the nine had great differences between correct and wrong, with high scores for number correct, which would indicate good prior knowledge, although one of the ten had a zero for percentage correct when not using a checklist (see Appendix U).

Book Response with use of a checklist – quotation marks

From the tally sheets for the book responses, quotation mark scores in percentages ranged from 54 to 100 for correct usage (mean 84.218%), from 0 to 46 for wrong usage (mean 15.782%), and from 8 to 100 for net difference with the use of a checklist (see Appendix U), with a mean net score (correct minus wrong) of 68.4% (entries) and standard deviation of 32.5. Ten of ten participants scored more correct than wrong, when using a checklist over not using one. Scores support continued knowledge and understanding of proper quotation marks usage when using a checklist over not using one (see Appendix U). The total of percentages correct increased from 765.10 to 842.18 (see Table 5.7) with the use of a checklist, and the total of percentages wrong decreased from 234.90 to 157.82. The mean increase of difference correct scores with a checklist compared to not using a checklist, was 7.71%, which indicates improvement for use of a checklist regarding proper use of quotation marks, however, the mean increase was found not to be significant. Three participants showed no improvement due to having a score of 100%, without using and using a checklist, and two other participants scored near perfect scores initially, which would impact significance of improvement. The data for quotation marks indicates variability (see Table 5.7). From the results of the effect formula scoring of 0.3165 and a comparison to the effect scale, a small effect was indicated to support checklist usage regarding proper use of quotation marks.

Book Response without use of a checklist – end punctuation

From the participants' tally sheets for their book responses, end punctuation scores in percentages ranged from 11 to 100 for correct usage (mean 74.689%), from 0 to 89 for wrong usage (mean 24.71%), and from -78 to 100 for net difference without a checklist (see Appendix U), with a mean net score (correct minus wrong) of 55.0% (entries) and standard deviation of

50.9. Nine of ten participants scored more correct for end punctuation than wrong, and scores indicate good prior knowledge and understanding for proper use of end punctuation (see Appendix U). One participant had more wrong than correct, indicating a possible lack of understanding of proper usage, however scores for this participant, with the use of a checklist, indicate otherwise.

Book Response with use of a checklist – end punctuation

From the tally sheets for the book responses, end punctuation scores in percentages ranged from 67 to 100 for correct usage (mean 86.796%), from 0 to 33 for wrong usage (mean 13.204%), and from 33 to 100 for net difference with the use of a checklist (see Appendix U), with a mean net score (correct minus wrong) of 73.59% (entries) and standard deviation of 22.93. Ten of ten participants scored more correct than wrong, an increase of one participant for use of a checklist over not using one. Only two participants scored below 60% for net difference correct with the use of a graphic organizer (see Appendix U). Total of percentages correct increased with the use of a checklist from 796.89 to 867.96 (see Figure 5.2), and the total for percentages wrong decreased from 247.11 to 132.04 indicating improvement for end punctuation with the use of a checklist, however the mean increase of 1.72%, for difference correct, was only marginally significant with one outlier removed (see Table 5.7), as four of ten participants showed no difference with the use of a checklist because one scored 100% and two others scored above 90% both without and with the use of a checklist. Without the removal of the outlier, the difference between the mean of percent correct with a checklist, and the mean of percent correct without a checklist was 7.107% rather than 1.72%. Therefore, improvement was indicated with the use of a checklist for book response writing in this study, over not using one for end punctuation, but due to the impact of no change for high scoring, the significance was

determined as marginal. From the results of the effect formula scoring of 0.503 and a comparison to the effect scale, a medium effect was indicated to support checklist usage regarding proper use of end punctuation.

Book Response without use of a checklist – Totals for matters of correctness

From the participants' tally sheets for their book responses, total scores for matters of correctness in percentages ranged from 24 to 83 for correct usage (mean 71.469%), from 8 to 42 for wrong usage (mean 28.53%), and from -51 to 84 for net difference without the use of a checklist (see Appendix U), with a mean net score (correct minus wrong) of 42.9% (entries) and standard deviation of 38.5. Nine of ten participants had more correct than wrong for total matters of correctness, without using a checklist. The total of percentages for correct usage was 714.69 (see Figure 5.2), and the total of percentages for entries wrong was 285.31 (see Appendix U). Prior knowledge appears only fair from averaged percentages for correct and incorrect usage of matters of correctness.

Book Response with use of a checklist – Totals for matters of correctness

From the tally sheets for the book responses, total scores for matters of correctness in percentages ranged from 58 to 92 for correct usage (mean 77.762%), from 8 to 42 for wrong usage (mean 28.53%), and from 16 to 84 for net difference without the use of a checklist (see Appendix U), with a mean net score (correct minus wrong) of 55.52% (entries) and standard deviation of 21.01. Ten of ten participants had more correct than wrong for totals of matters of correctness when using a checklist, one more participant than without using a checklist. Based on net scores, six of ten participants had more correct using a checklist than without using one (see Appendix U), and the mean increase for all participants was 6.29%, which was only marginally significant (see Table 5.7). The total of percentages for proper use of matters of

correctness with the use of a checklist was 777.62 (Figure 5.2), an average of 77.76%, compared to 71.47% without the use of a checklist. Two participants of the ten consistently showed no change in scores for matters of correctness (totals or for each separate entry), when using or not using a checklist, which might indicate non-use or inappropriate use of the checklist. Four of ten participants showed no improvement, yet none decreased, and six of ten participants did show improvement, with an average net increase of 20.98% (see Appendix X).

Summary

In summary, six of the ten participants had more matters of correctness correct when using a checklist compared to when not using a checklist, with a total net difference of 62.93% or a mean increase of 6.29% (see Table 5.7), and one participant improved from having more wrong than correct to having more correct than wrong. The average net difference improvement for participants was 12.59%, and 60% of the participants showed improvement averaging 20.98% (see Appendix X). From the results of the effect formula scoring of 0.424 for total matters of correctness, and a comparison to the effect scale, a small to medium effect was indicated to support checklist usage regarding proper use of matters of correctness. Therefore, use of a checklist was found to improve participant achievement regarding matters of correctness for this book response.

Poetry Response – first poem with and without a graphic organizer

The good copies of each participant's poetry response to the first poem, not using a graphic organizer or checklist, then using a graphic organizer but without a checklist, was assessed and compared considering total numbers of entries for areas for analysis, total number of entries/ideas for each area, and total number of entries/ideas supported (see Appendices G1, G2, G3) to determine impact of those three areas on poetry response writing when using/not

using a graphic organizer. One-sample t tests were performed using the Minitab program, to determine the mean of entries for areas of analysis stated, number of expanding ideas, and number of quotes and/or personal connections with the use of a graphic organizer, the mean of entries without the use of a graphic organizer, and the standard deviation scores for each.

Through the use of the effect formulae: mean of entries with graphic organizer – mean of entries without graphic organizer then divided by (standard deviation of mean with graphic organizer plus standard deviation of mean without graphic organizer divided by 2), the result was compared to the effect scale to determine level of effect of use of a graphic organizer regarding areas of analysis, expanding ideas, and support of points for the poetry response to the first poem: 0.20 = small effect; 0.50 = medium effect; and .80 = large effect. As well, a t test of matched pairs was used to determine the mean of the difference of number of entries for areas of analysis, expanding ideas, support of points, and totals, when using a graphic organizer compared to not using one, and to determine significance (see Table 5.8). The impact of graphic organizer usage on poetry response writing is detailed in the following findings.

Table 5.8
Poetry Response 1st poem - increase of number of entries, without and with the use of a graphic organizer

Criteria	Mean	SE	SD	P-Value
Areas of Analysis	2	0.989	3.127	0.037
Expanding Ideas	7.1	3.82	12.08	0.048
Support of Points	6.3	1.4	4.42	0.001
Totals	15.4	5.11	16.17	0.007

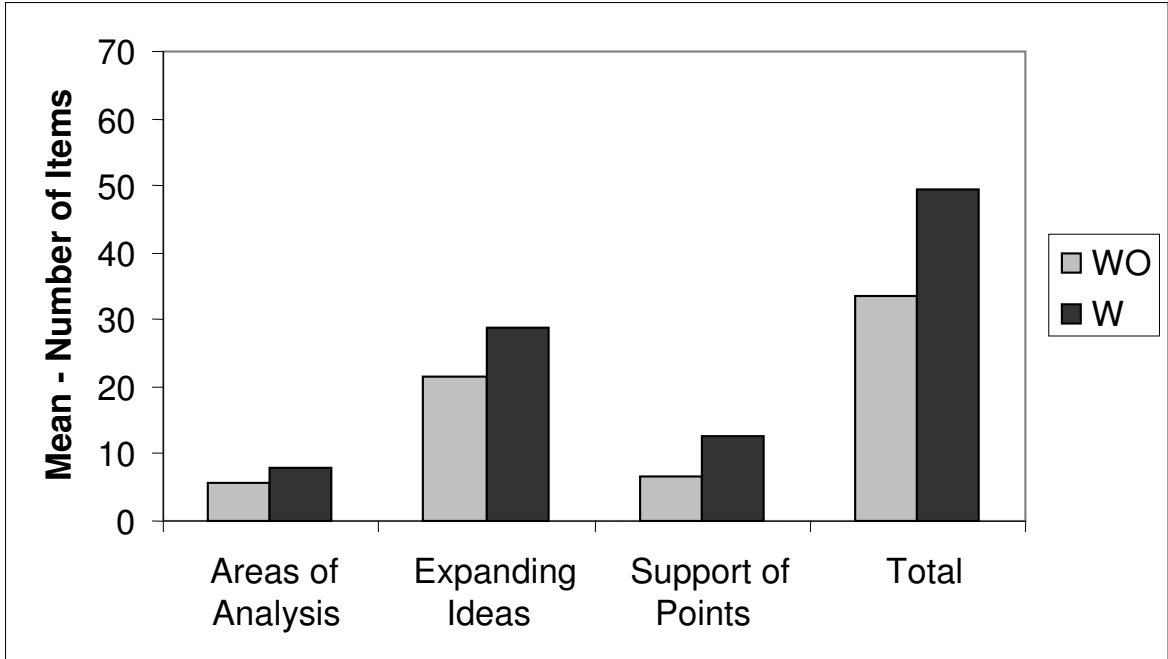


Figure 5.3. Poetry Response 1st poem – mean scores of number of entries for Areas of Analysis, Expanding Ideas, Support of Points, without and with the use of a graphic Organizer

Areas of Analysis - first poem

From the participants’ tally sheets for their poetry responses to the first poem, for areas of analysis the scores ranged from 1 to 10 entries without a graphic organizer, from 4 to 13 entries with the use of a graphic organizer, and -2 to 6 for the difference between using and not using a graphic organizer (see Appendix T1). The total regarding Areas of Analysis for the poetry response to the first poem improved from 58 entries/ideas the participants stated regarding the area/topic to be discussed, when not using a graphic organizer, to 78 entries/ideas (see Figure 5.3, Appendix T1), showing a significant increase of 20 more entries/ideas (see Table 5.8), or a 35% improvement when using a graphic organizer compared to not using one. However, three of the ten participants showed slightly lower scores of -1, two scored -2, and one showed no difference when using a graphic organizer compared to when not using one. The mean number of entries, with the use of a graphic organizer, of 7.8 entries and standard deviation of 2.486

compared to the mean number of entries, without the use of a graphic organizer, of 5.8 and standard deviation of 2.86, through the use of the effect formulae and effect chart, indicate that the effect of graphic organizer use regarding areas of analysis for the poetry response to the first poem is a medium to large effect at 0.748.

Expanding Ideas - first poem

From the tally sheets for the poetry responses to the first poem, for expanding ideas, the scores ranged from 4 to 39 entries without a graphic organizer, from 4 to 59 entries with the use of a graphic organizer, and -14 to 33 for the difference between using and not using a graphic organizer (see Appendix T1). The total of Expanding Ideas for the poetry response to the first poem improved from 216 entries/ideas participants stated about each area of analysis, when not using a graphic organizer, to 287 entries/ideas (see Figure 5.3, Appendix T1), showing a significant increase of 71 entries/ideas made about their area/topic (see Table 5.8), or a 33% improvement when using a graphic organizer compared to when not using one. One participant decreased his/her number of entries/ideas when using a graphic organizer and two participants showed no difference in their scores when using or not using a graphic organizer. The mean number of entries, with the use of a graphic organizer, of 28.7 entries and standard deviation of 14.19 compared to the mean number of entries, without the use of a graphic organizer, of 21.6 and standard deviation of 11.73, through the use of the effect formulae and effect chart, indicate that the effect of graphic organizer use regarding expanding ideas for the poetry response to the first poem is a medium effect at 0.5478.

Support of Points – first poem

From the tally sheets for the poetry responses to the first poem, for support of points the scores ranged from 0 to 22 entries without a graphic organizer, from 5 to 30 entries with the use

of a graphic organizer, and 0 to 12 for the difference between using and not using a graphic organizer (see Appendix T1). The total Support of Points for the poetry response to the first poem improved from 65 quotes or personal connections participants made to support their entries/ideas when not using a graphic organizer, to 128 quotes or personal connections (see Figure 5.3, Appendix T1), showing a significant increase of 63 quotes or connections made to support their entries/ideas (see Table 5.8), or a 97% improvement when using a graphic organizer compared to when not using one. However, one participant showed no difference when using or not using a graphic organizer. The mean number of entries, with the use of a graphic organizer, of 12.80 entries and standard deviation of 6.94 compared to the mean number of entries, without the use of a graphic organizer, of 6.50 and standard deviation of 6.26, through the use of the effect formulae and effect chart, indicate that the effect of graphic organizer use regarding support of points for the poetry response to the first poem is a large effect at 0.9545.

Summary

From the participants' tally sheets for their poetry responses to the first poem, for total entries for areas of analysis, expanding ideas and support of points, scores ranged from 18 to 55 entries without a graphic organizer, and from 34 to 88 entries with a graphic organizer (see Appendix T1). The total number of entries for all three areas when using a graphic organizer for this poetry response was 493 entries compared to 339, when not using a graphic organizer (see Figure 5.3, Appendix T1), a difference of 154 entries, or an improvement of 45% when using a graphic organizer. Therefore, due to the mean increase of 2 entries for Areas of Analysis, 7.1 for Expanding Ideas, 6.3 for Support of Points, and the total of 15.4 entries, all with p-values indicating significant increases, there is evidence to indicate strong improvement in participant writing for this poetry response regarding areas of analysis, expanding ideas, and support of

points when using the graphic organizer in this study, over not using it (see Table 5.8). This is further supported by the mean of the totals for areas of analysis, expanding ideas, and support of points, with the use of a graphic organizer, of 49.30 entries and standard deviation of 15.46 compared to the mean of the totals for the three areas, without the use of a graphic organizer, of 33.90 and a standard deviation of 12.37. Through the use of the effect formulae and effect chart, it is indicated that the effect of graphic organizer use regarding areas of analysis, expanding ideas, and support of points for the poetry response to the first poem is a large effect at 1.1067.

Poetry Response – first poem with and without a checklist

The good copy of the poetry response to the first poem (using a graphic organizer and a checklist, then using a graphic organizer but no checklist) was assessed and compared, considering the total number correct, total number wrong, the total number for each of the matters of correctness, (capital letters, commas, quotation marks, and end punctuation - periods, question marks, exclamation marks), total of all four, and the increase or decrease between the responses written with a checklist and written without one (see Appendix G4). Single-sample t tests were performed using the Minitab program, to determine the net mean of entries in percent (correct minus wrong) for matters of correctness with the use of a checklist, the net mean of entries without the use of a checklist, and the standard deviation scores for each. These scores were used in the effect formulae: $\frac{\text{net mean of entries in percent with checklist} - \text{net mean of in percent without checklist}}{(\text{standard deviation of net mean entries in percent with checklist} + \text{standard deviation of net mean entries in percent without checklist}) / 2}$. The result was compared to the effect scale to determine level of effect of use of a checklist regarding matters of correctness – capital letters, commas, quotation marks, end punctuation, for the poetry response to the first poem: 0.20 = small effect; 0.50 = medium effect; and .80 = large

effect. Also, a t test of matched pairs was done to determine significance of the mean increase for the difference correct for matters of correctness in responses, written with compared to without a checklist (see Table 5.9), and to determine the impact of a checklist on poetry response writing as detailed in the following findings.

Table 5.9

Poetry Response 1st poem - difference correct in percent for responses written without, then with the use of a checklist for matters of correctness

Criteria	Mean	SE	SD	P-Value
Capitals	6.48	1.31	4.14	0
Commas	7.07	1.91	6.03	0.002
Quotations	2.76	1.84	5.83	0.250*
End Punctuation	9.33	3.05	9.64	0.002
Total	6.86	1.35	4.26	0

*had to use non-parametric test Wilcoxon analysis

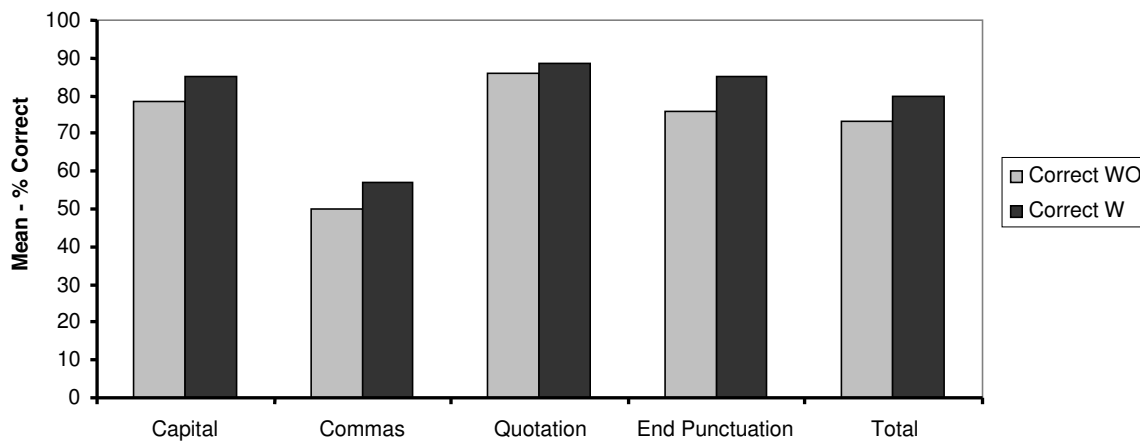


Figure 5.4. Poetry Response 1st poem – comparison of mean percentages correct without and with the use of a checklist for matters of correctness

Poetry Response first poem without use of a checklist – capital letters

From the participants' tally sheets for their poetry responses to the first poem, capital letter scores in percentages ranged from 52 to 93 for correct usage (mean 78.471%), from 7 to 48 for wrong usage (mean 21.529%), and from 4 to 86 for net difference without a checklist (see Appendix V), with a mean net score (correct minus wrong) of 56.94% (entries) and standard deviation of 25.95. Ten participants had more capital letters used correctly than incorrectly used. Seven had percentages correct above 70%, indicating good prior knowledge (see Appendix V). The total of percentages for correct usage was 784.44 (see Figure 5.4), and total of percentages for incorrect usage was 215.29 (see Appendix V).

Poetry Response first poem with use of a checklist – capital letters

From the tally sheets for the poetry responses to the first poem, capital letter scores in percentages ranged from 63 to 95 for correct usage (mean 84.952%), from 5 to 37 for wrong usage (mean 15.048%), and from 26 to 90 for net difference with the use of a checklist (see Appendix V), with a mean net score (number correct minus number wrong) of 69.90% (entries) and standard deviation of 20.77. Ten participants had more correct than wrong, an increase of two more participants when using a checklist over not using a checklist (see Appendix V). Total of percentages for correct usage of capital letters increased from 784.71 to 849.52 when using a checklist (see Figure 5.4), and total of percentages for incorrect usage decreased from 215.29 to 150.48 when using a checklist over not using one (see Appendix V). The total increase for difference correct was 64.81 percentage points or an average of 6.48% improvement for capital letter usage when using a checklist compared to not using one. However, two participants showed no difference of scores with or without a checklist, but their scores were each above or near 90% for correct usage. The mean increase of 6.48% for the difference correct, with a

checklist compared to without one, was determined to be significant (see Table 5.9). Therefore, use of a checklist regarding proper capital letter usage in the poetry response to the first poem in this study showed significant improvement compared to not using a checklist. Also, from the results of the effect formula scoring of 0.554 a medium effect of checklist usage for proper use of capital letters was determined from comparison to the effect scale.

Poetry Response first poem without use of a checklist – commas

From the participants' tally sheets for their poetry responses to the first poem, comma scores in percentages ranged from 0 to 88 for correct usage (mean 49.937%), from 12 to 100 for wrong usage (mean 50.063%), and from -100 to 76 for net difference without a checklist (see Appendix V), with a mean net score (correct minus wrong) of -0.1% (entries) and standard deviation of 60.2. Five participants had more commas used correctly than incorrectly used. Three of the participants had percentage scores at or below 20%, while two others had scores above 45% but below 50% for correct usage of commas. Only two participants scored above 80%, with no one scoring at or above 90% (see Appendix V). Therefore, prior knowledge for proper usage appears weak and could negatively impact total scores.

Poetry Response first poem with use of a checklist – commas

From the tally sheets for the poetry responses to the first poem, comma scores in percentages ranged from 16 to 95 for correct usage (mean 57.009%), from 5 to 84 for wrong usage (mean 42.991%), and from -69 to 90 for net difference with the use of a checklist (see Appendix V), with a mean net score (correct minus wrong) of 14.0% (entries) and standard deviation of 57.2. Seven participants scored at or above 50% for correct usage, an increase of two participants more than when not using a checklist. Three participants scored above 80%, an increase of one participant, and two scored above 90%, an increase from none to two participants

when using a checklist over not using one (see Appendix V). Total of percentages correct increased from 499.37 without using a checklist to 570.09 when using a checklist (see Figure 5.4), and total of percentages wrong decreased from 500.63 to 429.91 with the use of a checklist (see Appendix V). The difference correct for proper comma usage was 70.72 percentage points, an average of 7.07% improvement when using a checklist; however, two participants showed no change without or with using a checklist, possibly due to poor understanding of comma usage as one participant consistently scored at 80% for incorrect usage. The mean increase of the difference correct, with a checklist compared to without one, was significant. Therefore, improvement for proper comma usage was evident when using a checklist compared to not using one for the poetry response to the first poem in this study, due to the significant mean increase of the difference correct, and due to the decrease in scores for incorrect usage. Also, from the results of the effect formula scoring of 0.240, a small effect of checklist usage for proper use of commas was determined from comparison to the effect scale.

Poetry Response first poem without use of a checklist – quotation marks

From the participants' tally sheets for their poetry responses to the first poem, quotation mark scores in percentages ranged from 60 to 100 for correct usage (mean 85.923%), from 0 to 36 for wrong usage (mean 14.077%), and from 20 to 100 for net difference without a checklist (see Appendix V), with a mean net score (correct minus wrong) of 71.8% (entries) and standard deviation of 33.2. Ten participants had more quotation marks correct than wrong. Six participants scored over 90% for correct usage, with four of the six scoring 100%, indicating strong prior knowledge for proper quotation marks usage, however three of the ten had a scoring for incorrect usage at greater than 50% of their correct usage score, possibly indicating a lack of understanding of proper usage (see Appendix V).

Poetry Response first poem with use of a checklist – quotation marks

From the tally sheets for the poetry responses to the first poem, quotation mark scores in percentages ranged from 64 to 100 for correct usage (mean 88.685%), from 0 to 36 for wrong usage (mean 11.315%), and from 27 to 100 for net difference with the use of a checklist (see Appendix V), with a mean net score (correct minus wrong) of 77.37% (entries) and standard deviation of 30.44. Ten participants had more correct than wrong, an increase of one participant when using a checklist compared to not using a checklist for this poetry response. Seven participants scored over 90% for correct usage, with five of the seven scoring 100%, an increase of one more participant scoring over 90%, and one more scoring 100% when using a checklist over not using one. Total of percentages for correct usage increased from 859.23 to 886.85, (see Figure 5.4) a slight increase possibly due to the impact of the scores of 100%. The total of percentages for incorrect usage of quotation marks, for this poetry response, decreased from 134.52 to 97.81, when using a checklist compared to not using one (see Appendix V). The total of difference correct was only 22.62 percentage points (see Table 5.9), and eight of ten participants did not show any difference between use of a checklist and not using one, due to 40% of the participants scoring 100% both with and without using a checklist. Two of the eight participants appeared not to have an adequate understanding of proper usage of quotation marks, scoring greater than 50% for incorrect usage compared to correct usage. Overall, results indicate improvement in quotation mark usage for this poetry response when using a checklist over not using a checklist due to the increase in percentage correct, and decrease in percentage wrong. However, the mean increase of 2.76% for difference correct was not found to be significant, due to variability (see Table 5.9). Also, from the results of the effect formula scoring of 0.175 a less

than small effect of checklist usage for proper use of quotation marks was determined from comparison to the effect scale.

Poetry Response first poem without use of a checklist – end punctuation

From the participants' tally sheets for their poetry responses to the first poem, end punctuation scores in percentages ranged from 36 to 100 for correct usage (mean 75.83%), from 0 to 64 for wrong usage (mean 24.17%), and from -27 to 100 for net difference without a checklist (see Appendix V), with a mean net score (correct minus wrong) of 51.7% (entries) and standard deviation of 42.0. Eight of ten participants had more end punctuation correct than wrong within the poetry response to the first poem without the use of a checklist. Four of ten scored above 80% for correct usage, and one scored 100%, indicating prior knowledge for proper usage of end punctuation (see Appendix V). Total of percentages correct was 758.30 (see Figure 5.4), and total of percentages for incorrect usage was 241.70 (see Appendix V).

Poetry Response first poem with use of a checklist – end punctuation

From the tally sheets for the poetry responses to the first poem, end punctuation scores in percentages ranged from 52 to 100 for correct usage (mean 85.16%), from 0 to 49 for wrong usage (mean 14.835%), and from 3 to 100 for net difference with the use of a checklist (see Appendix V), with a mean net score (correct minus wrong) of 70.33% (entries) and standard deviation of 28.7. Ten of ten participants had more correct than wrong, an increase of two participants, when using a checklist compared to not using one. Eight of ten participants scored above 80% for correct usage, an increase of four participants when using a checklist over not using one, and two participants scored 100%, an increase of one participant when using a checklist over not using one (see Appendix V). Total of percentages correct increased from 758.30 to 851.68 (see Figure 5.4), and total of percentages wrong decreased from 241.70 to

148.35, when using a checklist over not using one (see Appendix V). The increase for difference correct was 93.38 percentage points. Only one participant had no change, because he/she scored 100% without and with the use of a checklist. The mean increase of difference correct, when using a checklist over not using one, of 9.33% was significant (see Table 5.9), therefore improvement, when using a checklist compared to not using one, was indicated for the poetry response to the first poem in this study. Also, from the results of the effect formula scoring of 0.527 a medium effect of checklist usage for proper use of end punctuation was determined from comparison to the effect scale.

Poetry Response first poem without use of a checklist – Totals for matters of correctness

From the participants' tally sheets for their poetry responses to the first poem, total scores for matters of correctness in percentages ranged from 38 to 94 for correct usage (mean 73.055%), from 6 to 62 for wrong usage (mean 26.945%), and from -25 to 89 for net difference without the use of a checklist (see Appendix V), with a mean net score of total number of entries (correct minus wrong) of 46.1% (entries) and standard deviation of 34.0. Nine of the participants had more matters of correctness right than wrong. Four participants scored over 80%, which would, generally indicate an adequate understanding of proper usage of matters of correctness. Total of percentages for correct usage was 730.55 (see Figure 5.4), and total of percentages for incorrect usage was 269.45 (see Appendix V).

Poetry Response first poem with use of a checklist – Totals for matters of correctness

From the tally sheets for the poetry responses to the first poem, total scores for matters of correctness in percentages ranged from 49 to 96 for correct usage (mean 79.92%), from 4 to 51 for wrong usage (mean 20.08%), and from -2 to 84 for net difference with the use of a checklist

(see Appendix V), with a mean net score (correct minus wrong) of 59.84% (entries) and standard deviation of 27.56. Nine of ten participants had more correct than wrong for matters of correctness, when using a checklist. Total of percentages for correct usage increased from 730.55 to 799.20 (see Figure 5.4), and total of percentages for incorrect usage decreased from 269.45 to 200.80 when using a checklist over not using one (see Appendix V). The increase for difference correct was 68.65 percentage points, and the mean increase of 6.86% (see Table 5.9), when using a checklist compared to not using one, was determined to be significant.

Summary

Therefore, due to increases of the total for percentages correct (6.86%), due to decreases of total for percentages wrong, and due to the significance of the mean increase for difference correct, improvement was evident, with the use of a checklist compared to not using one, for matters of correctness within the poetry response to the first poem in this study. As well from the results of the single-sample t test, the calculation through the use of the effect formulae, and from the comparison of scores to the effect scale based on total of net mean scores, it was determined that the effect of checklist usage for proper usage of matters of correctness was a small to medium effect with a scoring of 0.446.

Poetry Response – second poem with and without a graphic organizer

The good copies of each participant's poetry response to the second poem, not using a graphic organizer or checklist, then using a graphic organizer but without a checklist, was assessed and compared considering total numbers of entries for areas for analysis, total number of entries/ideas for each area, and total number of entries/ideas supported (see Appendices G1, G2, G3) to determine impact of those three areas on poetry response writing when using/not using a graphic organizer. One-sample t tests were performed using the Minitab program, to

determine the mean of entries for areas of analysis stated, number of expanding ideas, and number of quotes and/or personal connections with the use of a graphic organizer, the mean of entries without the use of a graphic organizer, and the standard deviation scores for each.

Through the effect formulae: mean of entries with graphic organizer – mean of entries without graphic organizer then divided by (standard deviation of mean of entries with graphic organizer plus standard deviation of mean of entries without graphic organizer divided by 2), the result was obtained for comparison to the effect scale. This comparison determined the level of effect of use of a graphic organizer regarding areas of analysis, expanding ideas, and support of points for the poetry response to the second poem: 0.20 = small effect; 0.50 = medium effect; and .80 = large effect. As well, a t test of matched pairs was used to determine the mean of the difference of number of entries for areas of analysis, expanding ideas, support of points, and totals, when using a graphic organizer compared to not using one, and to determine significance (see Table 5.10). The impact of graphic organizer usage on poetry response writing is detailed in the following findings.

Table 5.10

Poetry Response 2nd poem - increase of number of entries without and with the use of a graphic organizer

Criteria	Mean	SE	SD	P-Value
Areas of Analysis	2.1	0.504	1.595	0.001
Expanding Ideas	12.3	2.07	6.55	0
Support of Points	7.4	1.19	3.78	0
Totals	21.8	2.69	8.52	0

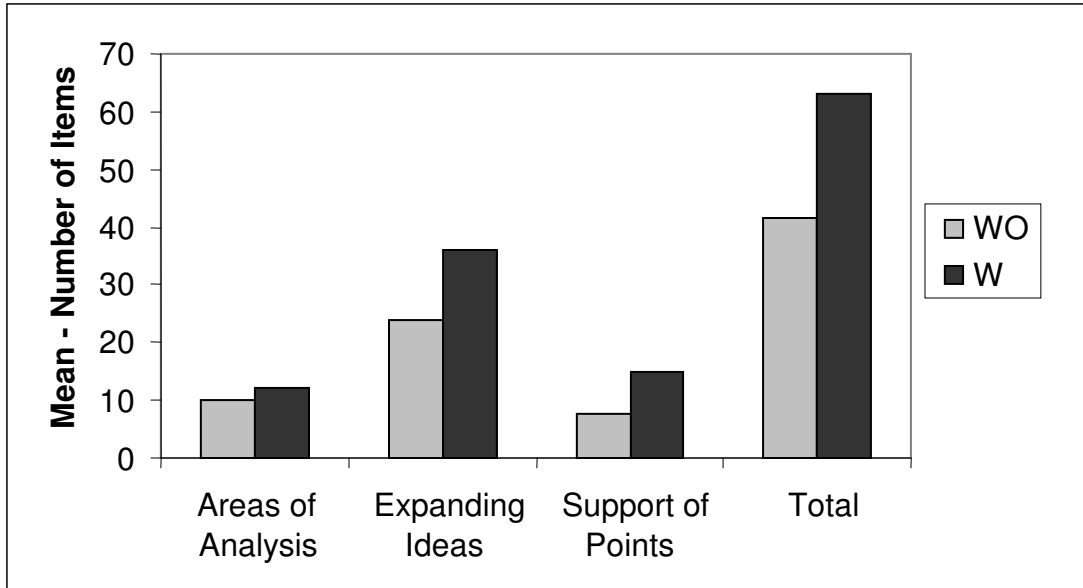


Figure 5.5. Poetry Response 2nd poem – mean scores of number of entries for Areas of Analysis, Expanding Ideas, Support of Points, without and with the use of a graphic organizer

Areas of Analysis – second poem

From the participants’ tally sheets for their poetry responses to the second poem, for areas of analysis the scores ranged from 3 to 27 entries without a graphic organizer, from 5 to 29 entries with the use of a graphic organizer, and 0 to 5 for the difference between using and not using a graphic organizer (see Appendix T1). The total, regarding Areas of Analysis for the second poetry response, improved from 102 entries/ideas the participants stated regarding the area/topic to be discussed, when not using a graphic organizer, to 123 entries/ideas (see Figure 5.5, Appendix T1), showing a significant increase of 21 more entries/ideas (see Table 5.10), or a 21% improvement when using a graphic organizer compared to not using one. However, two of the ten participants showed no difference for their score when using a graphic organizer compared to not using one. The mean number of entries, with the use of a graphic organizer, of 12.3 entries and standard deviation of 8.92 compared to the mean number of entries, without the use of a graphic organizer, of 10.2 and standard deviation of 8.60, through the use of the effect

formulae and effect chart, indicate that the effect of graphic organizer use regarding areas of analysis for the poetry response to the second poem is a small effect at 0.239.

Expanding Ideas – second poem

From the tally sheets for the poetry responses to the second poem, for expanding ideas the scores ranged from 2 to 37 entries without a graphic organizer, from 5 to 56 entries with the use of a graphic organizer, and 3 to 21 for the difference between using and not using a graphic organizer (see Appendix T1). The total for Expanding Ideas for the poetry response for the second poem improved from 238 entries/ideas participants stated about each area of analysis, when not using a graphic organizer, to 360 entries/ideas (see Figure 5.5, Appendix T1), showing a significant increase of 122 entries/ideas made about their area/topic (see Table 5.10), or a 51% improvement when using a graphic organizer compared to not using one. The mean number of entries, with the use of a graphic organizer, of 36.0 entries and standard deviation of 14.54 compared to the mean number of entries, without the use of a graphic organizer, of 23.80 and standard deviation of 9.33, through the use of the effect formulae and effect chart, indicate that the effect of graphic organizer use regarding expanding ideas for the poetry response to the second poem is a large effect at 1.022.

Support of Points – second poem

From the tally sheets for the poetry responses to the second poem, for expanding ideas the scores ranged from 3 to 13 entries without a graphic organizer, from 9 to 23 entries with the use of a graphic organizer, and 3 to 16 for the difference between using and not using a graphic organizer (see Appendix T1). The totals for Support of Points for the second poetry response improved from 75 quotes or personal connections participants made to support their entries/ideas when not using a graphic organizer, to 149 quotes or personal connections (see Figure 5.5,

Appendix T1), showing a significant increase of 74 quotes or connections made to support their entries/ideas (see Table 5.10), or a 99% improvement when using a graphic organizer compared to not using one. The mean number of entries, with the use of a graphic organizer, of 14.90 entries and standard deviation of 4.75 compared to the mean number of entries, without the use of a graphic organizer, of 7.50 and standard deviation of 3.63, through the use of the effect formulae and effect chart, indicate that the effect of graphic organizer use regarding support of points for the poetry response to the second poem is a large effect at 1.766.

Summary

From the participants' tally sheets for their poetry responses to the second poem, for total entries for areas of analysis, expanding ideas and support of points, scores ranged from 30 to 58 entries without a graphic organizer, and from 43 to 91 entries without a graphic organizer (see Appendix T1). Total number of entries for all three areas when using a graphic organizer for the poetry response to the second poem was 632 entries compared to 415 entries when not using a graphic organizer (see Figure 5.5, Appendix T1), a difference of 217 entries, or an improvement of 52% when using a graphic organizer. Therefore, due to the mean increase of 2.1 entries for Areas of Analysis, 12.3 for Expanding Ideas, 7.4 for Support of Points, and the mean increase of 21.8 entries, all with p-values indicating significant increases, there is evidence to indicate strong improvement in participant writing for this poetry response regarding areas of analysis, expanding ideas, and support of points, when using the graphic organizer in this study compared to not using it. As well, the mean number from total entries, with the use of a graphic organizer, of 63.20 entries and standard deviation of 15.32 compared to the mean number of total entries, without the use of a graphic organizer, of 41.50 and standard deviation of 10.71, through the use of the effect formulae and effect chart, indicate that the effect of graphic organizer use regarding

areas of analysis, expanding ideas and support of points for the poetry response to the second poem is a large effect at 1.6673.

Poetry Response – Second poem with and without a checklist

The good copy of the poetry response to the first poem (using a graphic organizer and a checklist, then using a graphic organizer but no checklist) was assessed and compared, considering the total number correct, total number wrong, the total number for each of the matters of correctness, (capital letters, commas, quotation marks, and end punctuation - periods, question marks, exclamation marks), total of all four, and the increase or decrease between the responses written with a checklist and written without one (see Appendix G4). Single-sample t tests were performed using the Minitab program, to determine the net mean of entries in percent (correct minus wrong) for matters of correctness with the use of a checklist, the net mean of entries in percent without the use of a checklist, and the standard deviation scores for each. These scores were used in the effect formulae: $\frac{\text{net mean of entries in percent with a checklist} - \text{net mean of entries in percent without a checklist}}{(\text{standard deviation of net mean entries with a checklist} + \text{standard deviation of net mean entries without a checklist}) / 2}$. The result was compared to the effect scale to determine level of effect of use of a checklist regarding matters of correctness – capital letters, commas, quotation marks, end punctuation, for the poetry response to the second poem: 0.20 = small effect; 0.50 = medium effect; and .80 = large effect. Also, a t test of matched pairs was done to determine significance of the mean increase for the difference correct for matters of correctness in responses, written with compared to without a checklist (see Table 5.11), and to determine the impact of a checklist on poetry response writing as detailed in the following findings.

Table 5.11

Poetry Response 2nd poem - difference correct in percent for responses written without then with the use of a checklist for matters of correctness

Criteria	Mean Increase	SE	SD	P-Value
Capitals	1.757	0.744	2.351	0.021
Commas	3.52	2.84	8.98	0.124
Quotations	4.89	2.44	7.72	0.042*
End Punctuation	6.51	3.1	9.79	0.032
Total	3.23	1.11	3.52	0.018

*transformed with cube transformation

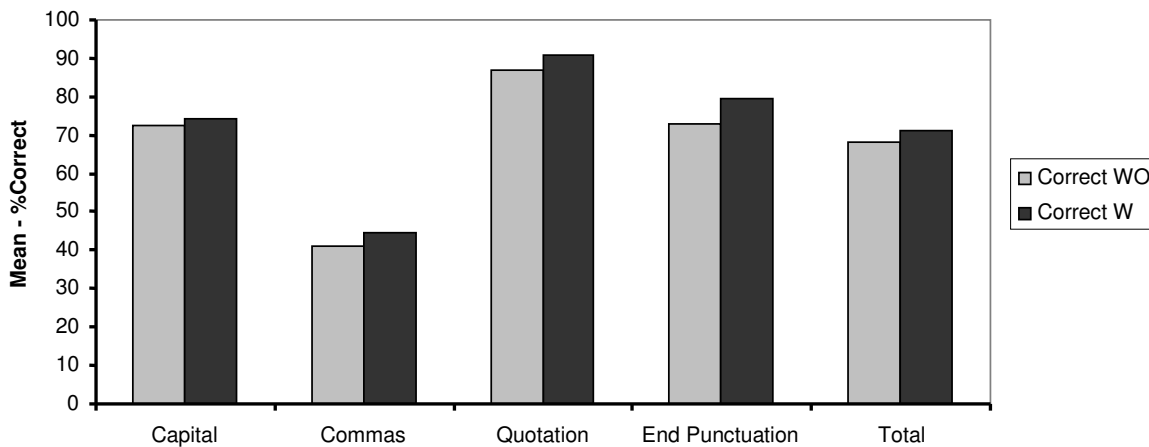


Figure 5.6. Poetry Response 2nd poem – comparison of mean percentages correct, without and with the use of a checklist for matters of correctness

Poetry Response second poem without use of a checklist – capital letters

From the participants’ tally sheets for their poetry responses to the second poem, capital letter scores in percentages ranged from 42 to 91 for correct usage (mean 72.393%), from 4 to 58 for wrong usage (mean 27.607%), and from -17 to 92 for net difference without a checklist (see Appendix W), with a mean net score (correct minus wrong) of 44.8% (entries) and standard deviation of 38.5. Eight of ten participants had more capital letters correctly used than

incorrectly used. Five of the ten scored above 80% for percentage correct (see Appendix W). Total of percentages correct was 723.93 (see Figure 5.6), and the total of percentages wrong was 276.07 (see Appendix W). The low scores of four participants could indicate a lack of understanding of proper capital letter usage.

Poetry Response second poem with use of a checklist – capital letters

From the tally sheets for the poetry responses to the second poem, capital letter scores in percentages ranged from 42 to 96 for correct usage (mean 74.15%), from 4 to 58 for wrong usage (mean 25.85%), and from -17 to 92 for net difference with a checklist (see Appendix W), with a mean net score (correct minus wrong) of 48.3% (entries) and standard deviation of 37.1. Nine of ten participants had more correct than wrong, an increase of one participant when using a checklist compared to not using one. Five of the ten scored above 80% (see Appendix W). The total of percentages for correct usage of capital letters for the poetry response to the second poem increased from 723.93 to 741.50 (see Figure 5.6) with the use of a checklist compared to not using one, and the total of percentages for incorrect usage decreased from 276.07 to 258.50, when using a checklist over not using one (see Appendix W). The mean increase of 1.757%, a slight increase, for difference correct with the use of a checklist compared to without one (see Table 5.11) was significant, indicating improvement when using a checklist compared to not using one, in spite of 5 of 10 participants scoring above 80% for the poetry response writing to the second poem in this study. More specifically, from the results of the effect formula scoring of 0.0925 a less than small effect of checklist usage for proper use of capital letters was determined from comparison to the effect scale.

Poetry Response second poem without use of a checklist – commas

From the participants' tally sheets for their poetry responses to the second poem, comma

scores in percentages ranged from 4 to 83 for correct usage (mean 40.89%), from 17 to 96 for wrong usage (mean 59.11%), and from -92 to 66 for net difference without a checklist (see Appendix W), with a mean net score (correct minus wrong) of -18.2% (entries) and standard deviation of 48.6. Four of ten participants had more commas correctly used than incorrectly used. Only one participant scored above 80% for correct usage. The total of percentages correct was 408.90 (see Figure 5.6), and total of percentages for incorrect usage was 591.10 (see Appendix W), which appears to indicate a lack of understanding of proper comma usage.

Poetry Response second poem with use of a checklist – commas

From the tally sheets for the poetry responses to the second poem, comma scores in percentages ranged from 3 to 84 for correct usage (mean 44.406%), from 16 to 96 for wrong usage (mean 55.598%), and from -92 to 69 for net difference with a checklist (see Appendix W), with a mean net score (correct minus wrong) of -11.2% (entries) and standard deviation of 45.9. Five of ten participants had more correct than wrong, an increase of one participant when using a checklist over not using one (see Appendix W). The total of percentages for correct usage increased from 408.90 to 444.06 (see Figure 5.6), and the total of percentages for incorrect usage decreased from 591.10 to 555.94 (see Appendix W), indicating improvement when using a checklist over not using one. The increase for difference correct was 35.16 percentage points. Although improvement was indicated due to the increased score for correct usage and for the decreased score for incorrect usage, when using a checklist over not using one, the mean increase of 3.52% for difference correct was not significant with a p-value of 0.124 (see Table 5.11), as total errors remained higher overall compared to the total for correct usage of commas. Five participants showed no change in scores when using or not using a checklist, possibly due to a low level of understanding of proper comma usage, or lack of proper use of the checklist. Also,

from the results of the effect formula scoring of 0.148 a less than small effect of checklist usage for proper use of commas was determined from comparison to the effect scale.

Poetry Response second poem without use of a checklist – quotation marks

From the participants' tally sheets for their poetry responses to the second poem, quotation mark scores in percentages ranged from 52 to 100 for correct usage (mean 84.752%), from 0 to 48 for wrong usage (mean 15.248%), and from 4 to 100 for net difference without a checklist (see Appendix W), with a mean net score (correct minus wrong) of 69.50% (entries) and standard deviation of 30.53. Ten of ten participants had more quotation marks correctly used than incorrectly used. Six of ten participants scored above 80% for correct usage and one scored 100%. The total of percentages of correct usage was 847.52 (see Figure 5.6) and the total of percentages for incorrect usage was 152.48 (see Appendix W), indicating a good level of understanding for proper use of quotation marks.

Poetry Response second poem with use of a checklist – quotation marks

From the tally sheets for the poetry responses to the second poem, quotation mark scores in percentages ranged from 67 to 100 for correct usage (mean 89.643%), from 0 to 33 for wrong usage (mean 10.357%), and from 33 to 100 for net difference with a checklist (see Appendix W), with a mean net score (correct minus wrong) of 79.29% (entries) and standard deviation of 22.15. Ten of ten participants had more correct than wrong for proper use of quotation marks. Eight of ten scored above 80% for correct usage, an increase of two participants compared to not using a checklist, and one of the eight again scored 100% (see Appendix W). The total of percentages for correct usage increased from 847.52 to 896.43 (see Figure 5.6), with the use of a checklist compared to not using one, and the total of percentages for incorrect usage decreased from 152.48 to 103.57 (see Appendix W). The mean increase of difference correct, of 4.89%

(see Table 5.11), with the use of a checklist compared to not using one, was significant, indicating improvement for proper use of quotation marks when using a checklist over not using one. However, five participants showed no differences without the use of a checklist compared to using a checklist, which could be the result of four of the five participants all scoring above 90% for correct usage. Due to the increased total of percentages correct, the decreased total of percentages wrong, and the mean increase of difference correct being significant, improvement was indicated for use of a checklist over not using one, for proper use of quotation marks, within the poetry responses to second poem in this study. As well, from the results of the effect formula scoring of 0.371 a small to medium effect of checklist usage for proper use of quotation marks was determined from comparison to the effect scale.

Poetry Response second poem without use of a checklist – end punctuation

From the participants' tally sheets for their poetry responses to the second poem, end punctuation scores in percentages ranged from 16 to 97 for correct usage (mean 73.112%), from 3 to 84 for wrong usage (mean 26.88%), and from -68 to 95 for net difference without a checklist (see Appendix W), with a mean net score (correct minus wrong) of 46.2% (entries) and standard deviation of 46.0. Nine of ten participants had more correct than wrong for proper use of end punctuation. Five scored over 80% with great differences compared to percentage wrong, indicating a good level of understanding for proper end punctuation usage. No participants scored 100% for correct usage (see Appendix W). The total of percentages for correct usage was 731.12 (see Figure 5.6), and the total of percentages for incorrect usage was 268.88 (see Appendix W).

Poetry Response second poem with use of a checklist – end punctuation

From the tally sheets for the poetry responses to the second poem, end punctuation scores in percentages ranged from 45 to 100 for correct usage (mean 79.624%), from 0 to 55 for wrong usage (mean 20.376%), and from -10 to 100 for net difference with a checklist (see Appendix W), with a mean net score (correct minus wrong) of 59.2% (entries) and standard deviation of 36.8. Nine of the ten participants had more correct than wrong for proper usage of end punctuation. Six participants scored over 80%, an increase of one participant with the use of a checklist over not using one. Two participants scored 100% with the use of a checklist, an increase of two participants when using a checklist over not using one (see Appendix W). The total of percentages for correct usage increased from 731.12 to 796.24 (see Figure 5.6), and the total of percentages for incorrect usage decreased from 268.88 to 203.76 (see Appendix W), when using a checklist over not using one. The averaged net difference was 13.02%. Three participants showed no difference between use and none use of a checklist, for no evident reason other than two of the three had low percentages for correct usage, and percentages for incorrect usage were at more than 50% of their correct usage scores, indicating a lack of knowledge for proper usage of end punctuation. However, improvement for use of a checklist for proper use of end punctuation in the poetry response to the second poem was evident due to decreased scores of percentages for incorrect usage, and due to the mean increase of 6.51% (see Table 5.11), determined as significant for difference correct. As well, from the results of the effect formula scoring of 0.3140 a small effect of checklist usage for proper use of end punctuation was determined from comparison to the effect scale.

Poetry Response second poem without use of a checklist – Totals for matters of correctness

From the participants' tally sheets for their poetry responses to the second poem, total scores for matters of correctness in percentages ranged from 41 to 89 for correct usage (mean 68.065%), from 11 to 59 for wrong usage (mean 31.935%), and from -17 to 79 for net difference without the use of a checklist (see Appendix W), with a mean net score of total entries (correct minus wrong) of 36.1% (entries) and standard deviation of 33.3. Eight of ten participants had more matters of correctness correct than wrong. Three scored at 80% or higher for proper usage for their second poetry response when not using a checklist (see Appendix W).

Poetry Response second poem with use of a checklist – Totals for matters of correctness

From the tally sheets for the poetry responses to the second poem, total scores for matters of correctness in percentages ranged from 47 to 91 for correct usage (mean 71.295%), from 9 to 53 for wrong usage (mean 28.705%), and from -6 to 82 for net difference with the use of a checklist (see Appendix W), with a mean net score (correct minus wrong) of 42.59% (entries) and standard deviation of 29.64. Eight of ten participants had more correct than wrong for proper use of matters of correctness. Three participants again, scored at 80% or higher for correct usage. The total of percentages for correct usage increased from 680.65 to 712.95 (see Figure 5.6), and the total of percentages for incorrect usage decreased from 319.35 to 287.05 (see Appendix W), indicating improvement when using a checklist compared to when not using one. The increase for difference correct was 32.30 percentage points, or a mean increase of 3.23% (see Table 5.11), which was determined as significant. However, one participant showed no difference between use and non-use of a checklist, for the poetry response to the second poem.

Summary

Therefore, due to the decrease of the percentages for incorrect usage, an overall averaged net difference of 6.46% (percent correct minus percent wrong with checklist, minus percent correct minus percent wrong without checklist), and the mean increase for difference correct (3.23%), a slight improvement was indicated with use of a checklist over not using one for the poetry response to the second poem in this study regarding matters of correctness. This was also supported by the results of the effect formula scoring of 0.206, which indicated a small effect of checklist usage for proper use of matters of correctness from comparison to the effect scale for the poetry response to the second poem.

Impact of Graphic Organizer on Book and Poetry Responses

A comparison was made of the totals for the areas of analysis, expanding of ideas, and support of points, when no graphic organizer was used compared to when one was used, for the book response, and poetry responses to the first and second poems, to determine the overall impact of graphic organizer use on participant response writing (see Appendices F1-3, G1-3, T1, Tables 5.6, 5.8, 5.10, Figures 5.1, 5.3, and 5.5). Even after repeated use of a graphic organizer in close proximity to the last use, the rate of increase of improvement remained high and improved from the poetry response to the first poem at 45% improvement or a large level of effect at 1.106, to the poetry response to the second poem at 52% or a large level of effect at 1.66. As well, numbers of participants having no difference or having lower scores, when using a graphic organizer over not using a graphic organizer, decreased, from four participants for the book response to only two participants for the poetry response for the second poem. The entries/ideas for Expanding Ideas increased from 80 entries/ideas for the book response when using a graphic organizer instead of not using one, compared to 122 entries/ideas for the second poem, in spite of

students and participants complaining about the difficulty of making three points for both the underlying and surface meaning, rather than having them combined as one area of analysis, as referred to on days 21 and 28 within the researcher's log (see Appendix Q). However, the total for Expanding Ideas for the first poem was only 71 entries/ideas, which could be due to the content of the poem, as a notation was made by the researcher within her log on day 20 that several students/participants commented they didn't like the poem, or that the poem was "stupid" (see Appendix Q). The content of the first poem may have negatively impacted the number of entries/ideas, which is why two poems were chosen for this study, however, overall totals and mean scores for areas of analysis, expanding ideas, and support of points, increased progressively when a graphic organizer was used as follows: 395 total entries for the book response or a mean increase of 39.5 (see Figure 5.1), 493 total entries for the poetry response to the first poem or a mean increase of 49.3 (see Figure 5.3) , and 632 entries for the poetry response to the second poem or a mean increase of 63.2 (see Figure 5.5), with a total of the sums at 1520 entries (see Appendix T), compared to 227 entries for the book response or a mean increase of 22.7 (see Figure 5.1), 337 for the first poetry response or a mean of 33.7 (see Figure 5.3), and 415 for the second poetry response or a mean of 41.5 (see Figure 5.5), with a total of the sums at 979 entries when a graphic organizer was not used. Although increases were noted, it was observed by the researcher on day 27, as referred to in the researcher's log (see Appendix Q), that some participants and students appeared to be using/referring to fewer adhesive notes when writing, and several questioned if the copy they were working on was the last one they had to do, as noted on day 26 of the researcher's log (see Appendix Q). Students/participants appeared tired, the classroom was hot during June, and students/participants continued daily writing during the last days of school, but in spite of these factors, it was also noted that

participants were able to complete their copies much faster and increase their scores, as observed on days 26 and 28 of the researcher's log (see Appendix Q). As well, all mean scores of the difference of number of entries for each of the three areas of criteria: areas of analysis, expanding ideas, and support of points, and for all three responses written with a graphic organizer compared to without one, all showed increases determined as significant (see Tables 5.6, 5.8, 5.10). Therefore, from the increases of number of entries and mean increases mentioned above, and from the results of the effect formulae and effect scale indicating a large effect, evidence supports strong improvement when the participants in this study used the graphic organizer for response writing compared to when one was not used. Also, in comparing the mean increases of the difference of number of entries/ideas for areas of analysis, expanding ideas, support of points, from the first poetry response to the response to the second poem, when using a graphic organizer, the mean increases for the response to the second poem were higher for each area, and each increase was significant. As well, the progressive increases from the first poetry response to the second response could support generalization/internalization of graphic organizer use and its elements. In other words, participants were using the graphic organizer even more effectively each time they used it. Further, the effectiveness of the graphic organizer used in this study compared to the information handout containing the same criteria but in a text format, was noted on days 13 and 14 of the researcher's log (see Appendix Q), when it was observed that several students/participants were not aware that they had not included the suggested elements for a book response, according to their teacher-prepared criteria handout - the Student information – Book Response Analysis, and only realized this when they wrote their book responses using a graphic organizer. This could raise the question as to what the best format for information would be then, to cause students to attend to the task.

Summary

In answer to three of the sub questions posed within this study, as to whether participants would include more areas of analysis within their book response and poetry responses as a result of using a graphic organizer, include more points/ideas for each area of analysis within their book response and poetry responses as a result of using a graphic organizer, and would more frequently give support (using direct quotes or by making a personal connection), in their book response or poetry responses, for points/ideas made as a result of using a graphic organizer, increases were evident for each area above, as can be seen in Figures 5.1, 5.3, and 5.5 herein.

Impact of a checklist for matters of correctness on Book and Poetry Responses

A comparison was made between the totals of matters of correctness when a checklist was not used for the book response, poetry response to the first poem, poetry response to the second poem, and when a checklist was used, (see Appendices F4, G4, U, V, W, X, Tables 5.7, 5.9, 5.11, Figures 5.2, 5.4, 5.6), to determine the overall impact of checklist use and none use when a graphic organizer was used.

The total of percentages for correct usage of matters of correctness entries when using a checklist, was 2289.77, and when not using a checklist, was 2125.89 (see Appendix X), an increase of 163.88 or an average increase of 16.38% for the book response, poetry response to the first poem, and the poetry response to the second poem, when using a checklist compared to not using one. The total of percentages for incorrect usage, when using a checklist, was 710.23, compared to 874.11 (see Appendix X) when not using a checklist, a decrease of 163.88 percentage points, in spite of students/participants not wanting to read the Matters of Correctness information sheet (see Appendix H) each time they proofread for a different matter of correctness, as noted on day 18 of the researcher's log (see Appendix Q), and in spite of several

students/participants appearing tired, and hot, due to the June temperatures in the classroom, and them interested in getting the writing over with, as noted by the researcher on day 26 of the researcher's log (see Appendix Q). The affect of this fatigue could have had a negative impact on their scores for the last response, as the mean of percentage correct, with the use of a checklist decreased from 77.76 percentage points for the book response, to 71.3 for the last poetry response, which was also a decrease from 79.92 percentage points, for the poetry response to the first poem when a checklist was used (see Figures 5.2, 5.4, 5.6). As well, the mean increases of the difference correct decreased from the book response at 6.29% to 3.23% for the poetry response to the second poem, and decreased by nearly half from the response for the first poem, which mean increase was 6.86% for difference correct (see Tables 5.7, 5.9, 5.11). Interestingly, these fluctuations would dismiss the notion that repeated instruction would be a limitation for this study, however, lower levels of understanding of proper commas usage, appeared to cause total scores to be lower. However, in comparing the mean for difference correct, when using a checklist compared to when not using one (see Tables 5.7, 5.9 and 5.11), an average increase of 5.46% was calculated for each of the three responses, based on the sums of the mean for difference correct. This indicates improvement with the use of a checklist over not using one, for both the book response and poetry response writing within this study. However, from the results of use of the effect formulae and effect scale, the effect of checklist usage was found to be small for the book response at 0.424, small for the poetry response to the first poem at 0.446, and small for the poetry response to the second poem at 0.206.

Summary

Therefore, in answer to the fourth sub question, posed within this study, as to whether participants would increase their frequency of proper use of capital letters, commas, quotation marks, and end punctuation - periods, question marks, and exclamation marks, in their book response or poetry responses as a result of using a checklist, increases of the percentages for each of the matters of correctness and for each of the responses were evident, as can be seen in Figures 5.2, 5.4, and 5.6, and from the level of effect, previously mentioned as small to medium for the book response, small to medium for the poetry response to the first poem, and slightly less than small for the poetry response to the second poem. Although a few mean-increase scores for difference correct were found to be marginally significant or not significant, this was, in part, due to lack of difference of scores resulting from high scoring, sometimes at 100%.

Which instructional intervention caused the greatest improvement? - Summary

In answer to the question, as to which of the three instructional intervention formats, as implemented in this study, (a) teacher-prepared criteria handouts alone; b) handouts coupled with a herringbone/expanding points graphic organizer; a herringbone/expanding points graphic organizer and handouts without a checklist; or c) a graphic organizer and handouts with a checklist), would cause the greatest improvement of participant book/poetry response writing, given the findings, supported by Figures 5.1, 5.3, and 5.5, each participant improved his/her book and poetry responses as a result of using a graphic organizer, and the level of effect was found to be large for all three responses. As well, based on previously mentioned findings for checklist usage, supported by Figures 5.2, 5.4, and 5.6, participants increased the percentages for each of the matters of correctness for their book response and poetry responses as a result of using a checklist. Also, from the results of the level of effect being small to medium for the

book response, small to medium for the poetry response to the first poem, and small for the poetry response to the second poem, evidence suggests that the use of a graphic organizer coupled with the use of a checklist caused the greatest improvement of participant, book/poetry response writing.

Generalization/internalization of checklist use

The findings for matters of correctness regarding the book response, poetry response to the first poem, and the response to the second poem, with the use of a checklist compared to not using one, were analyzed to investigate possible generalization/internalization of checklist use. The sum of the total of net differences for the book response, indicating no difference of use with or without using a checklist, was 19 occurrences plus 2 showed a negative difference, when using a checklist over not using one, out of a possible 40 occurrences (see Appendix X). The sum of the total of net differences for the poetry response to the first poem, indicating no difference of use with or without using a checklist, was 13 out of a possible 40 occurrences, and the sum of the total of net differences for the second poetry response, indicating no difference of use with or without using a checklist, was 17, plus 2 showed a negative difference when using a checklist over not using one out of a possible 40 occurrences (see Appendix X). These totals indicate that total number of occurrences for no differences between using a checklist and not using one, decreased from the first set of responses (book responses), to the last responses (poetry responses to the second poem), however, the lowest number of no difference occurrences was for the second set of responses written, the poetry responses for the first poem (see Appendix X). From the researcher's log notes, day 26 as previously mentioned, the increase of no difference occurrences between the two sets of poetry responses could be due to the heat in the classroom during the month of June, that the last poetry response was being written during

the last week of school, and due to participants getting very tired of writing the responses, as they commented that they wanted school and this project to be done (see Appendix Q). These factors could have caused the participants not to take their time to check their work. It also appeared that participants did a better job of proofreading their work for matter of correctness errors for the second set of responses to the first poem. This improvement could be due to participants becoming more familiar with checklist use after their first attempt for the book response, then continuing to closely check their work with the checklist due to generalization/internalization, which could have caused the no difference incidences to be the fewest in number when writing their responses to the first poem.

Summary

From these findings, generalization appears to exist due to the decrease of no difference occurrences from the first (book response), 19/40 occurrences, to the last response (2nd poetry response) when a checklist was used, 17/40 occurrences (see Appendix X), and due to the increase of positive differences (incidences of higher percentage scores with the use of a checklist) from 21/40 occurrences for the book response, to 23/40 occurrences for the last poetry response. However, it could not clearly be established that generalization/ internalization was evident, due to the fluctuation of mean scores for percentage correct. When using a checklist, the mean score for percentage correct for the book response was 77.76 percentage points, which increased to 79.92 for the poetry response to the first poem, and then decreased to 71.3 percentage points for the poetry response to the second poem. As well, generalization/ internalization could not be clearly established due to the fluctuation of the mean increases for the difference correct, with the mean increase at 6.29% for the book response, increasing to 6.86% for the poetry response to the first poem, then decreasing to 3.23% for the poetry response

to the second poem. This is further supported by the results from use of the effect formulae and effect scale which indicated a small to medium effect at 0.424 for the book response, a small to medium effect for the poetry response to the first poem at 0.446, and the decrease of effect to just small at 0.206 for the poetry response to the second poem.

Questionnaire – factor impact on effectiveness of use of interventions

Participants completed a questionnaire (see Appendix L), with each yes or no answer to on the questionnaire designed to indicate that answer as having an inhibitor factor or not having an inhibitor factor that could impact effectiveness of the use of the instruments used in this study. As detailed hereafter, a determination was made from the results of the questionnaire, as to whether the factors of completion of rough copies, redoing good copies, or having a mind set toward graphic organizers indicated possible impact of effectiveness of use of the interventions, used in this study, for improvement of participant book/poetry response writing (see Appendices R, T1, Y1, Y2). As well, from these findings, and through the use of the researcher's log, consideration was given to the reshaping of the interventions.

Book Response

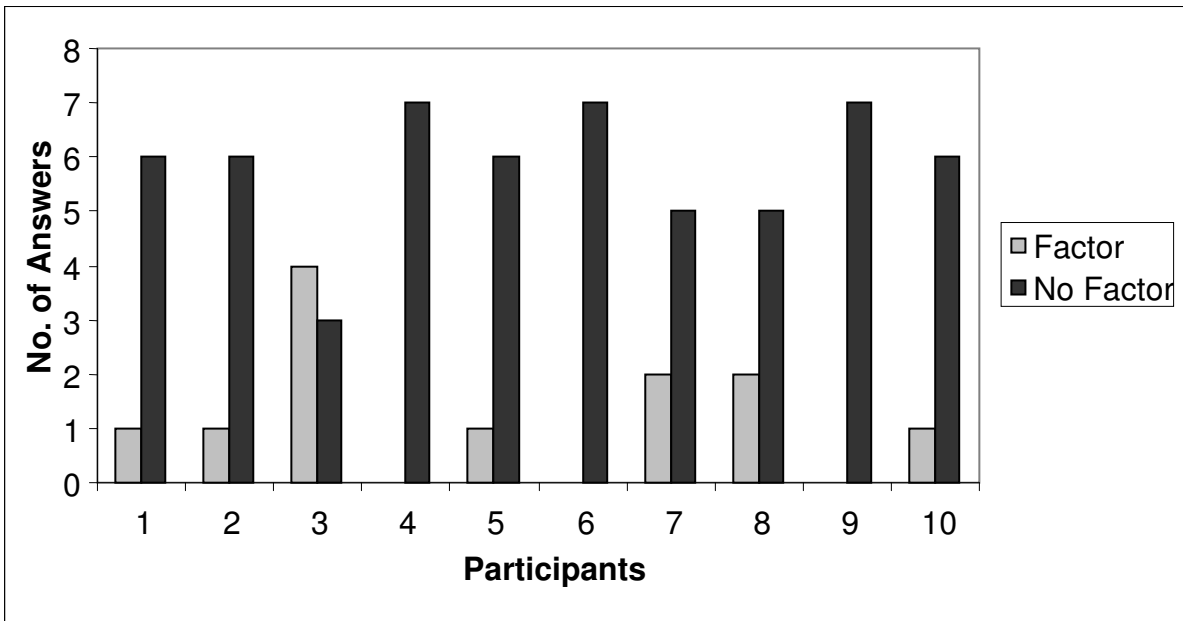


Figure 5.7. Book Response – inhibitor factor/no factor from answers to questions 1-7 on questionnaire for each participant

Participants indicated a total number of 12 out of a possible 70 inhibitor factors, factors which might indicate impact on effectiveness of response writing, compared to a total of 58 non-inhibitor factors (see Appendix Y1, Figure 5.7) for the book response writing, from the completion of the questionnaire (see Appendix L). Questions 1 and 3 on the questionnaire had the highest number of answers chosen indicating inhibitor factors, for a total of four of ten participants saying no to questions 1, “Do you normally do a rough copy for a book response?”, and question 3 “Do you normally edit your rough copy for a book response?” Participants #3, #7, and #8, on the tally sheets (see Appendix Y1), had the most inhibitor factors, two or more, for the book response for questions 1 to 7 on the questionnaire, and chose no for both questions 1 and 3.

Participant #3 had a total of 4 inhibitor factors (Figure 5.7), said no to questions 1 and 3 regarding doing a rough copy and editing a rough copy, but had a total of 30 entries for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 19 entries when not using a graphic organizer, however, both of these scores for entries/ideas were in the lowest three scores of all participants. Therefore, there could be a correlation of negative impact on effectiveness of book response writing and lower scores, when inhibitor factors are evident (see Appendices Y1, T1, Figure 5.7).

Participant #7 had a total of 32 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer, which was not one of the three lowest scores, compared to 20 entries when not using a graphic organizer, which was one of the three lowest scores of the ten participants (see Appendix T1). These scores might only show a negative impact when not using a graphic organizer, but cannot consistently show impact due to the score of 32 not being one of the lowest scores for entries included in this participant's book response (see Figure 5.7).

Participant #8 had a total of 29 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer, which was one of the three lowest scores for entries included in this participant's book response, compared to 26 entries/ideas when not using a graphic organizer, which was not one of the three lowest scores for entries included in the participant's book response (see Appendix T1). These scores might only show a negative impact when using a graphic organizer, but cannot consistently show impact due to the score of 26 not being one of the lowest scores for entries included in this participant's book response (see Figure 5.7).

The following participants had only one inhibitor response each: participant 1 for question #1, “Do you normally do a rough copy for a book response?”; participant 2 for question #5, “Would having to do a good copy more than once be upsetting?”; and participant 5 for question #3, “Do you normally edit your rough copy for a book response?” (see Figure 5.7).

Participant #1 had a total of 40 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 32 entries/ideas when not using a graphic organizer, and both of these scores were not in the lowest three scores of all participants for number of entries for the book response. This could indicate no correlation of impact on effectiveness of book response writing when an inhibitor factor is evident due to these scores not being the lowest scores (see Appendices Y1, T1, Figure 5.7).

Participant #2 had a total of 30 entries for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 15 entries when not using a graphic organizer and both of these scores for entries were in the lowest three scores of all participants, which might indicate a correlation of negative impact on effectiveness of book response writing when an inhibitor factor is evident, due to lower scores (see Figure 5.7).

Participant #5 had a total of 49 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 23 entries when not using a graphic organizer, and both of these scores were not in the lowest three scores of all participants for number of entries/ideas for the book response (see Appendix T1). This could indicate no correlation of impact on effectiveness of book response writing when an inhibitor factor is evident due to these scores not being the lowest scores (see Appendices Y1, T1, Figure 5.7).

Summary

Therefore due to the varied findings from this analysis, of the inhibitor factors within the questionnaire (see Appendix L) in this study impacting book response writing, a clear correlation cannot be established to support impact of the inhibitor factors on effectiveness of response writing for the book response within this study (see Appendices, Y1, T1, Figure 5.7).

Poetry Response

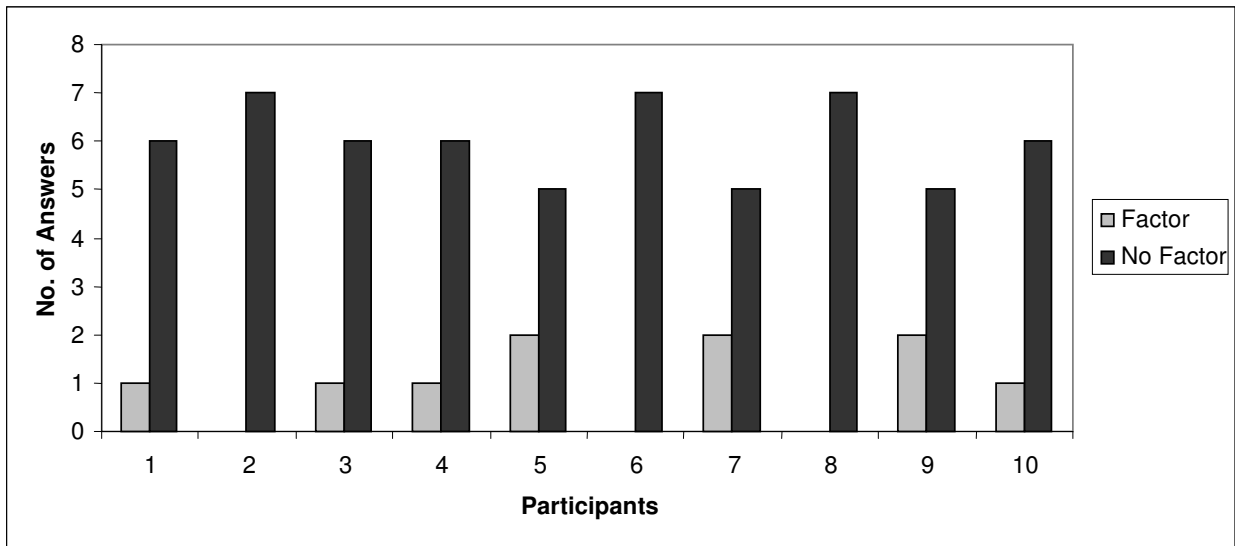


Figure 5.8. Poetry Response – inhibitor factor/no factor from answers to questions 1-7 on questionnaire for each participant

Participants had a total number of 10 inhibitor factors, factors which might indicate impact on effectiveness of response writing, compared to a total of 60 non-inhibitor factors (see Appendix Y2, Figure 5.8), for poetry response writing, from the completion of the questionnaire (see Appendix L). Questions 1 and 3 on the questionnaire had the highest number of answers chosen indicating inhibitor factors, the same as for the book response, but with a total of only two of ten participants showing inhibitors for both question 1, “Do you normally do a rough

copy for a poetry response?”, and question 3 “Do you normally edit your rough copy for a poetry response?”, two fewer in number than for the book response. Participants #5, #7, and #9 on the tally sheets (see Appendix Y2), had the most inhibitor factors, two or more, for the poetry response for questions 1 to 7 on the questionnaire, however only two of the three chose no for both questions 1 and 3 (see Figure 5.8).

Participant #5 had a total of 42 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer, which was one of the three lowest scores for entries included in the participant’s poetry response to the first poem compared to 55 entries/ideas when not using a graphic organizer, which score was not in the lowest three scores of all participants (see Appendix T1). Therefore, these scores might only show a negative impact when using a graphic organizer, but cannot consistently show impact due to the score of 55 not being one of the lowest scores for entries included in this participant’s poetry response to the first poem (see Appendix T1, Figure 5.8).

Participant #5 had a total of 61 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer, which was not one of the three lowest scores for entries/ideas included in the participant’s poetry response to the second poem compared to 35 entries/ideas when not using a graphic organizer (see Appendix T1), which score was in the lowest three scores of all participants. Therefore, these scores might only show a negative impact when not using a graphic organizer, but cannot consistently show impact due to the score of 61 not being one of the lowest scores for entries/ideas included in this participant’s poetry response to the second poem (see Appendix T1, Figure 5.8).

Participant #7 had a total of 35 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 19

entries/ideas when not using a graphic organizer (see Appendix T1), and both of these scores were in the lowest three scores of all participants for number of entries/ideas for the poetry response to the first poem. This could indicate a correlation of negative impact on effectiveness of poetry response writing when inhibitor factors are evident due to the lower scores (see Figure 5.8).

Participant #7 had a total of 61 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 36 entries/ideas when not using a graphic organizer, and both of these scores were not in the lowest three scores of all participants, for number of entries for the poetry response to the second poem (see Appendix T1). This could indicate no correlation of impact on effectiveness of poetry response writing when inhibitor factors are evident due to these scores not being the lowest scores (see Figure 5.8).

Participant #9 had a total of 57 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 46 entries/ideas when not using a graphic organizer (see Appendix T1), and both of these scores were not in the lowest three scores of all participants for number of entries for the poetry response to the first poem, which might indicate no correlation of impact on effectiveness of poetry response writing when inhibitor factors are evident, due to these scores not being the lowest scores (see Figure 5.8).

Participant #9 had a total of 62 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 46 entries/ideas when not using a graphic organizer (see Appendix T1), and both of these scores were not in the lowest three scores of all participants for number of entries in the poetry response

to the second poem. This could indicate no correlation of impact on effectiveness of poetry response writing when inhibitor factors are evident due to these scores not being the lowest scores (see Figure 5.8).

The following participants had only one inhibitor response each: participant 1 for question #1 “Do you normally do a rough copy for a poetry response?”; participant 4 for question #4, “Do you normally do a good copy once?”; and participant 10 for question #5, “Would having to do a good copy more than once be upsetting?” (see Appendix Y2, Figure 5.8).

Participant #1 had a total of 52 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 48 entries/ideas when not using a graphic organizer, and both of these scores were not in the lowest three scores of all participants for number of entries/ideas for the poetry response to the first poem (see Appendix T1). This might indicate no correlation of impact on effectiveness of poetry response writing when an inhibitor factor is evident due to these scores not being the lowest scores (see Figure 5.8).

Participant #1 had a total of 81 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 54 entries when not using a graphic organizer, and both of these scores were not in the lowest three scores of all participants for number of entries for the second poetry response, which might indicate no correlation of impact on effectiveness of poetry response writing when an inhibitor factor is evident, due to these scores not being the lowest scores (see Appendix T1, Figure 5.8).

Participant #4 had a total of 47 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 29 entries/ideas when not using a graphic organizer, and both of these scores were not in the lowest

three scores of all participants for number of entries for the poetry response to the first poem, which might indicate no correlation of impact on effectiveness of poetry response writing scores when an inhibitor factor is evident, due to these scores not being the lowest (see Appendix T1, Figure 5.8).

Participant #4 had a total of 72 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 58 entries/ideas when not using a graphic organizer, and both of these scores were not in the lowest three scores of all participants for number of entries for the poetry response to the second poem, which might indicate no correlation of impact on effectiveness of poetry response writing when an inhibitor factor is evident, due to these scores not being the lowest scores (see Appendix T1, Figure 5.8).

Participant #10 had a total of 88 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer compared to 39 entries/ideas when not using a graphic organizer, and both of these scores were not in the lowest three scores of all participants for number of entries/ideas for the poetry response to the first poem, which might indicate no correlation of impact on effectiveness of poetry response writing when an inhibitor factor is evident, due to these scores not being the lowest scores (see Appendix T1, Figure 5.8).

Participant #10 had a total of 66 entries/ideas for the three areas of support of points, expanding ideas, and areas of analysis when using a graphic organizer, which was not one of the three lowest scores, compared to 44 entries/ideas when not using a graphic organizer, which was one of the three lowest scores of the ten participants. These scores might only show a negative impact when not using a graphic organizer, but cannot consistently show impact due to the score

of 66 not being one of the lowest scores for entries/ideas included in this participant's poetry response to the second poem when an inhibitor factor is evident (see Appendix T1, Figure 5.8).

Summary – Impact of inhibitor factors on book and poetry response writing

In answer to the question to be investigated in this study: Could the following factors - completion of rough copies, redoing good copies, or having a mind set toward graphic organizers, impact effectiveness of use of the interventions, for improvement of participant, book/poetry response writing, in this study, from the participant's perspective?, from the findings of the analysis of the book and poetry response questionnaire (see Appendices Y1, Y2), as well as from the analysis of the entries for areas of analysis, expanding of points and support of points (see Appendix T1, Tables 5.7, 5.8), a clear impact of inhibitor factors, on effectiveness of book or poetry response writing (as determined from the book and poetry-response questionnaire), was not evident in this study.

Environmental change - future use of interventions for book/poetry response Writing

Evidence to verify possible environmental change (future use of the book and poetry-response graphic organizers by the teacher and/or the participants for the purpose of book and/or poetry response writing) was investigated through an analysis of the questionnaire (see Appendix L), and through the use of a tally sheet (see Appendix R) for those questions dealing with instruments/interventions (teacher-prepared notes/information sheets, graphic organizer, checklist) that participants preferred or chose related to achievement, and through the Minitab tally sheets (see Appendices Y1, Y2, Z).

From the questionnaire and the Minitab tally sheets for factor/no factor for poetry and book responses, 10 out of 10 participants felt that using a graphic organizer improved their book response writing. According to their scores for difference correct when using a graphic

organizer compared to when not using one (see Appendix T2), all ten participants improved their total scores for areas of analysis, expanding ideas, and support of points.

Nine out of 10 participants felt that using a graphic organizer improved their poetry response writing (see Appendix Y2), however, the participant that did not feel that using a graphic organizer for poetry response writing would improve his/her work, actually had improved his/her scores from 36 to 40 entries/ideas for expanding ideas in his/her poetry response to the first poem, had an improved score of 25 to 31 entries/ideas for his/her poetry response to the second poem, improved his/her support of points from 0 to 9 for his/her poetry response to the first poem, and improved his/her support of points from 13 to 23 for his/her poetry response to the second poem (see Appendix T1).

Nine out of ten participants improved their total scores for the poetry response to the first poem for areas of analysis, expanding ideas, and support of points, however, the participant who had a decreased score felt that using a graphic organizer would improve his/her score, and all ten participants improved their total scores with the use of a graphic organizer for their poetry response to the second poem (see Appendices Y2, T2).

Prior Use factor on Environmental Change

From the results of the questionnaire (see Appendix L) and the Minitab worksheet (see Appendix Z), 9 out of 10 participants indicated that they had not used a graphic organizer for writing a book response before this study, however 6 out of 10 indicated they had written a book response prior to this study. Ten out of 10 participants indicated that they had not used a graphic organizer for writing a poetry response, while 6 out of 10 participants also indicated they had not written a poetry response prior to this study.

Ten out of 10 participants indicated that they had never used a checklist for matters of correctness for either a book or poetry response before this study.

Preference of Instrument Usage

In spite of 90% of participants never having used a graphic organizer for book response writing, 9 out of 10 participants indicated that they would prefer to use a graphic organizer and a checklist over using informational notes from the teacher for book response writing. Only one participant indicated a preference to using just a graphic organizer for his/her book response writing.

Also, in spite of no prior use of graphic organizers for poetry response writing, 5 out of 10 participants indicated a preference for using just a graphic organizer, and 5 out of 10 indicated preference for use of a graphic organizer and a checklist over using informational notes for poetry response writing. When participants were asked which intervention they will use to achieve their best book and poetry response writing, 50% of participants indicated they will use a graphic organizer alone, and the other 50% indicated they will use a graphic organizer and a checklist, which resulted in 100% of participants not choosing informational notes.

Summary

In answer to the question to be investigated in this study as to whether instructional environmental changes (future use of the book and poetry-response graphic organizers by the teacher and/or the participants for the purpose of book and/or poetry response writing) would result from the use of the interventions in this formative experiment, from the findings previously mentioned, there is strong evidence indicating environmental change for participant use of a graphic organizer, or a graphic organizer and a checklist for both poetry and book response writing. This was supported by 90% of participants indicating that they believed a

graphic organizer improved their book response writing, with 50% choosing to use a graphic organizer alone, and 50% choosing to use a graphic organizer with a checklist in the future for their book and poetry responses.

Impact of study on Interventions

In terms of impact on the structure/reshaping of the graphic organizers, from the questionnaire and the indicated support of graphic organizer use by participants, no structural changes would be warranted however, from my log notes, some participants, as previously mentioned, indicated that they felt the surface meaning and underlying meaning on the poetry response graphic organizer should be combined as one area of analysis. They found writing three additional points for each of these two areas difficult. However, after consideration of their suggestion, I decided to leave these two areas of analysis separate to enable participants/students to clearly see a difference between the two areas, to challenge participants/students to dig deeper for meanings, and to leave the areas separate to encourage them to write more.

During this study, it was found that the Student information – Book Response Analysis (see Appendix A) and the Student Information – Poetry Response Analysis (see Appendix B) handouts regarding criteria did not address the format for essay writing, which students/participants were not familiar enough with, so two additional handouts had to be created, Format for a Book Response – Essay (see Appendix O) and Format for a Poetry Response – Essay (see Appendix P). As well, due to the limited experience these students/participants had had with poetry analysis and responding to poetry, an exemplar piece had to be included in the mini lessons, for demonstration of the meaning of each of the areas of analysis, the expansion of ideas, and support of points, as noted on day 18 of the researcher's log (see Appendix Q).

However, apart from the interventions, the questionnaire was also altered (see Appendix R), before its use, to include questions B10 – “Did you do a book response before this study?”, B11- “Did you use a graphic organizer for your book response writing before this study?”, B12 – “Did you use a checklist for matters of correctness for your book response writing before this study?”, and P10, P11, and P12 for poetry, to broaden the analysis of graphic organizer use, of checklist use, and of environmental change for book and poetry response writing. No other reshaping of interventions or analysis materials was found to be necessary in this study.

Conclusion

In summary, the use of a graphic organizer coupled with a checklist was found to cause the greatest improvement of participant book/poetry response writing; significant mean increases were found for number of entries, with the use of a graphic organizer, and for all investigated areas of criteria for book and poetry response writing; and significant totals of mean increases of difference correct for matters of correctness were found, with the use of a checklist.

Inhibitor factors on effectiveness of book or poetry response writing were investigated in this study. Although 10 out of 10 participants indicated that they had never used a checklist for matters of correctness for either a book or poetry response before this study, improvement for both book and poetry response writing was shown in this study with the use of a checklist.

As well, although 9 out of 10 participants indicated that they had not used a graphic organizer for writing a book response before this study and only 6 out of 10 indicated they had written a book response prior to this study, 10 out of 10 participants felt that using a graphic organizer improved their book response writing, from the results of this study.

For poetry response writing, 10 out of 10 participants indicated that they had not used a graphic organizer for writing a poetry response, and 6 out of 10 participants indicated they had

not written a poetry response prior to this study. However, 9 out of 10 participants felt that using a graphic organizer improved their poetry response writing from the results of this study, and nine out of 10 participants indicated that they would prefer to use a graphic organizer and a checklist for poetry response writing. Therefore, clear impact of inhibitor factors, on effectiveness of book or poetry response writing was not evident in this study.

Environmental change was evident however. From questionnaire responses, 9 participants indicated a preference for use of a graphic organizer and a checklist over informational notes from the teacher for book response writing and one indicated a preference for just a graphic organizer. Also 5 participants indicated a preference for using just a graphic organizer, and the other 5 indicated a preference for use of a graphic organizer and a checklist over using informational notes for poetry response writing. This same split occurred for future choice of instruments to achieve their best book and poetry response writing. Therefore, participants clearly indicated an environmental change with future use of a graphic organizer and/or a checklist for book and poetry response writing.

From my observations, participants needed to have an information sheet for reference to proper usage and for clarification of meaning for the areas of analysis because they did use these frequently throughout their writing tasks. As well, having participants complete a rough and then good copy without using the graphic organizer, then complete the same task using it enabled them to see their improvement first-hand, and caused them to be hooked onto graphic organizer use. I feel that this is an important step when working with the middle grades especially. The preprinted, teacher-prepared categories on the herringbone graphic organizer I found to be necessary and beneficial for participants in helping them remember to include all the areas for analysis, the required elements for each area of analysis (topic sentence, quote, and connection),

and helped them keep their paragraphs ordered, especially because the use of this type of graphic organizer was a first-time experience for them. It was found therefore, that adequate instruction was a necessary part of the procedure for this study, as it has been an issue for other studies according to Berkowitz (1986), and McCagg & Dansereau (1991). The inclusion of the expanding ideas sheet did prove to assist participants in including more points about each of their areas for analysis to expand their paragraphs compared to their responses done without its use, however some found it difficult to include four points, especially for the surface and underlying meaning sections for the poetry responses.

As well, it was found that the use of a checklist did help to decrease matters of correctness errors. From my observations, having participants review proper usage from their resource handout and then proofread/edit for only one matter of correctness at a time was beneficial; however all the students/participants had to be encouraged to follow that procedure. To assist students who struggle to focus, the one-item-at-a-time procedure appears to simplify the editing/proofreading task and reduce the risk of students becoming overwhelmed.

CHAPTER VI

Limitations and Recommendations

Limitations of the Research

1. The participant's level of knowledge for proper use of some of the matters of correctness may have impacted total scores and general analysis of improvement.
2. Comparisons between graphic organizer use and non use regarding analysis of improvement of areas of analysis, ideas, and support of ideas may be impacted due to participants not wanting to reread their novel to find more ideas and/or specific support for ideas, for those that are Struggling Readers.
3. The number of participants is only ten in number for this study.
4. The dual role of the researcher as the participants' ELA teacher could impact analysis and participant performance.
5. Due to lack of a predetermination of participant learning styles, and given that graphic organizers are visual in nature, this could be a limitation for those participants who are not visual learners and impact results.
6. No control group was used due to this study being a preliminary investigation to determine the effectiveness of the interventions.

Although the participant's level of knowledge appeared low on the post test for proper usage of two of the four matters of correctness tested in this study (comma and quotation mark usage), and may have negatively impacted some scores, however the impact was not consistent as can be seen from the increase of scores for comma use in the first poetry response (Appendix V), and overall results indicated improved scores with the use of a checklist. As well, in spite of participant learning styles, and their slow speed of reading and comprehending, participants

showed significant increases in all areas with the use of a graphic organizer. As these interventions were found to improve participant poetry and response writing, suggestions to consider for future research have been included.

Recommendations for Future Research

1. Future research may wish to examine other types of responses using the style of graphic organizer used in this study.
2. Future research may wish to examine the use of the checklist with other matters of correctness items, and/or develop another style of checklist with exemplars for proper use on the checklist for easier student access.
3. Research possibilities exist in broadening the participant base, or targeting another specific group.
4. Cross-curricular examination of this style of graphic organizer may yield interesting results for instructional purposes to assist educators.
5. The accuracy of completion of the graphic organizer, and the quality of the information in relation to the task would be worthy of further investigation.

References

- Adams, D., Power, B., Reed, M., Reiss, P., & Romaniak, J. (1996). *Improving writing skills and related attitudes among elementary school students*. Tinley Park, IL: Saint Xavier University & IRI/Skylight. (ERIC Document Reproduction Service No. ED398595)
- Alvermann, D. E. (1981, Sept./Oct.). The compensatory effect of graphic organizers on descriptive text. *Journal of Educational Research*, 75(1), 44-48.
- Alvermann, D. E., & Boothby, P. R. (1983). A preliminary investigation of the differences in children's retention of "inconsiderate" text. *Reading Psychology: An International Quarterly*, 4(3), 237-246.
- Alvermann, D. E., & Boothby, P. R. (1986). Children's transfer of graphic organizer instruction. *Reading Psychology: An International Quarterly*, 7, 87-100.
- Anderson, T. H., & Armbruster, Bonnie B. (1984). Studying. In P. David Pearson (Ed.) R. Barr, M. L. Kamil, & P. Mosenthal (Sec. Eds.), *Handbook of reading research*. New York, NY: Longman.
- Atwell, N. (1987). *In the middle writing, reading and learning with adolescents*. Portsmouth, NH: Heinemann Educational Books.
- Ausubel, D. P. (1980, Autumn). Schemata, cognitive structure and advance organizers, A reply to Anderson, Spiro, and Anderson. *American Educational Research Journal*. 17, 400-404.
- Ausubel, D. P. & Fitzgerald, D. (1962). Organizer, general background, and antecedent learning variables in sequential verbal learning. *Journal of Educational Psychology*, 53, 243-249.
- Ausubel, D. P., & Robinson, F. G. (1969). *School learning: An introduction to educational psychology*. New York, NY: Holt, Rinehart and Winston.

- Barron, R. F. (1969). The use of vocabulary as an advance organizer. In H. L. Herber, & P. L. Sanders (Eds.), *Research on reading in the content area First-year report* (pp. 29-39). Syracuse, NY: Syracuse University Press, Reading and Language Arts Center.
- Barron, R. F., & Stone, V. F. (1974). Effect of student-constructed graphic post organizers upon learning vocabulary relationships. In P. L. Nacke (Ed.), *Interaction, Research and practice for college-adult reading*. Twenty-third Yearbook of the National Reading Conference. Clemson, SC: National Reading Conference.
- Bean, T. W., Singer, H., Sorter, J., & Frazee, C. (1986). The effect of metacognitive instruction in outlining and graphic organizer construction on students' comprehension in a tenth-grade world history class. *Journal of Reading Behavior, 18*, 153-169.
- Berkowitz, S. J. (1986, Spring). Effects of instruction in text organization on sixth-grade students' memory for expository reading. *Reading Research Quarterly, 21*(2), 161-178.
- Bos, C. S., & Vaughan, S. (1991). *Strategies for teaching students with learning and behavior problems* (2nd ed.). Needham Heights, MA: Allyn and Bacon.
- Bos, C. S., & Vaughan, S. (2006). *Strategies for teaching students with learning and behavior problems* (6th ed.). Needham Heights, MA: Allyn and Bacon.
- Calkins, L. McCormick (1986). *The art of teaching writing*. Portsmouth, NH: Heinemann Educational Books.
- Cook, L. K., & Mayer, R. E. (1988). Teaching readers about the structure of scientific text. *Journal of Educational Psychology, 80*, 448-456.
- Dunston, P. J. (1992, Winter). A critique of graphic organizer research. *Reading Research and Instruction, 31*(2), 57-65.

- Engel, M., Pulley, R., & Rybinski, A. (2003). *Authentic assessment: it really works*. Chicago, Illinois: Saint Xavier University & Skylight. (ERIC Document Reproduction Service No. ED479959)
- Glowacki, M. L., & Steele, D. J. (1992). *A synthesis of the research on alternative assessment methods in teacher education*. Knoxville, TN:Mid-South Educational Research Association. (ERIC document Reproduction Service No. ED355257)
- Graves, D. H. (1984). *A researcher learns to write: Selected articles and monographs*. Concord, Ontario: Irwin Publishing.
- Graves, D. H. (1989). *The reading/writing teacher's companion: Investigate nonfiction*. Concord, Ontario: Irwin Publishing.
- Graves, D. H. (1991). *The reading/writing teacher's companion: Build a literature classroom*. Concord, Ontario: Irwin Publishing.
- Graves, D. H. (1994). *A fresh look at writing*. Concord, Ontario: Irwin Publishing.
- Griffin, C. C., & Tulbert, B. L. (1995). The effect of graphic organizers on students' comprehension and recall of expository text: A review of the research and implications for practice. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 11, 73-89.
- Hansen, J. (1985). Skills. In J. Hansen, T. Newkirk, & D. Graves (Eds.), *Breaking ground: Teachers relate reading and writing in the elementary school*. (pp. 183-191). Portsmouth, NH: Heinemann Educational Books.
- Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Markem, Ontario: Pembroke Publishers Limited.

- Katayama, A. D., & Crooks, S. M. (2003). Online notes: Differential effects of studying complete or partial graphically organized notes. *Journal of Experimental Education*, 71, 293-312.
- Kendall, P. C. & Braswell, L. (1993). *Cognitive-behavioral therapy for impulsive children* (2nd ed.). New York: Guilford Press.
- Kim, A., Vaughn, S., Wanzek, J., & Wei, S. (2004). Graphic organizers and their effects on reading comprehension of students with LD: A synthesis of research. *Journal of Learning Disabilities*. 37(2), 105-118.
- Mayer, R. E. (2005). Cognitive theory of multimedia learning. In R. E. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (pp. 31-48). New York: Cambridge University Press.
- McCagg, E. C, & Dansereau, D. F. (1991). A convergent paradigm for examining knowledge mapping as a learning strategy. *Journal of Educational Research*, 84, 317-324.
- Merkley, D.M., & Jefferies, D. (2000). Guidelines for implementing a graphic organizer. *Reading Teacher*, 54(4), 350.
- Monroe, E. E., & Pendergrass, M. (1997). Effects of mathematical vocabulary on fourth grade students. *Reading Improvement*, 34(3), 120-132.
- Moore, D. W., & Readence, J. E. (1980). A meta-analysis of the effect of graphic organizers on learning from text. In M. L. Kamill & A. J. Moe (Eds.), *Perspectives in reading research and instruction* Twenty-ninth Yearbook of the National Reading Conference.
- Moore, D. W., & Readence, J. E. (1984). A quantitative and qualitative review of graphic organizer research. *Journal of Educational Research*, 78, 11-17.

- Newman, D. (1990). Opportunities for research on the organizational impact of school computers. *Educational Researcher, 19*(3), 8-13.
- Novak, J. D., & Gowin, D.B. (1984). *Learning how to learn*. New York, NY:Cambridge University Press.
- O'Donnell, A. M, Dansereau, D. F., & Hall, R. H. (2002). Knowledge maps as scaffolds for cognitive processing. *Educational Psychology Review, 14*, 71-86.
- Olson, C. B. (2003). *The reading/writing connection Strategies for teaching and learning in the secondary classroom*. Boston: Allyn & Bacon.
- Readence, J. E., Bean, T. W., & Baldwin, R. S. (1989). *Content area reading: An integrated approach* (3rd ed.). Dubuque, IA: Kendall/Hunt.
- Reinking, D. & Pickle, M. (1993). Using a formative experiment to study how computers affect reading and writing in classrooms. In D. J. Leu & C. K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 263 - 270). Chicago, IL: National Reading Conference.
- Reinking, D. & Watkins, J. (1996). *A formative experiment investigating the use of multimedia book reviews to increase elementary students' independent reading: Reading research report No. 55*. Athens, GA: National Reading Research Center (ERIC Document Reproduction Service No. ED398570)
- Rice, G. E. (1994). Need for explanations in graphic organizer research. *Reading Psychology: An International Quarterly, 15*, 39-67.
- Rumelhart, D. E. (1982). Schemata: The building blocks of cognition. In J. Guthrie (Ed.), *Comprehension and teaching: Research reviews* (pp. 3-26). Newark, DE: International Reading Association.

Simmons, D. C., Griffin, C. C., Kameenui, E.J. (1988). Effects of teacher-constructed pre- and post-graphic organizer instruction on sixth-grade science students' comprehension and recall. *Journal of Educational Research*, 82(1), 15-21.

Smith, F. (1983). *Essays into literacy*. Agincourt, Canada: The Book Society of Canada Limited.

Strickland, D. S., Ganske, K., & Monroe, J. K. (2002). *Supporting struggling readers and writers: Strategies for classroom intervention 3-6*. Portland, Maine: Stenhouse Publishers.

Stull, Andrew T., & Mayer R. (2007). Learning by doing versus learning by viewing: Three experimental comparisons of learner-generated versus author-provided graphic organizers. *Journal of Educational Psychology*, 99(4), 808-820.

Sweller, J. (2005). Implications of cognitive load theory for multimedia learning. In R. E. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (pp. 19-30). New York, Cambridge University Press.

Taylor, B., Harris, L. A., & Pearson P.D. (1988). *Reading difficulties: Instruction and assessment*. New York, NY: Random House.

Turbill, J. (1983). *No better way to teach writing!* Rozzelle, NSW: PETA.

Student information - Book Response Analysis

Character (type, development) - any points about what the main characters look like, how they act, or their personality. (tall, blonde hair, moody, insecure, friendly, etc.)

Genre Elements / Action (conflict, plot) - what type of book is it (realistic fiction adventure, mystery...) and what parts of the book tell you it is that kind of book; talk about the rising action or the small problems that build up to the climax, what the major problem was - climax, and how all the small problems get resolved.

Language (elevated, slang)/ Phrases / Words (voice) - Is there a type of language used in the book that is significant or different eg. “Waz Up?” makes you think of a rapper or someone that dresses a certain way. This is slang and creates a certain mood/image for you. If people are using big words or very descriptive words, that creates another mood and should be noted.

Mood/ Feelings - Are there parts in the book that make the hair on the back of your neck stand up, or that you really feel sad or excited? These are worth noting as the mood of the book or feelings that you are made to feel through the writing.

Message/ Meaning - Sometimes, a book has a moral message or tries to tell you about good and evil. Sometimes it tries to give you an example so you will know what good choice to make. This would be the meaning or message in the book.

Style (narration) / Techniques - There are several techniques that authors use: e.g. foreshadowing where they give you clues to something that is important, or flashbacks, where the author has a character remember things that happened before.

Images / Pictures (description) - If there are any parts in the book that you can really see in your mind’s eye because they are described so well, that really make you feel that you are right there, or that you can really relate to that place or situation that is being described because it is so well described, this is important to note.

Questions / Opinions - If you come to any parts that you wonder about, feel a certain way about, or have a particular view/thought of something, make note of it.

Expanding Ideas - in order to create an interesting paragraph about each of the areas above, you need to have at least three points for each area.

Supporting Points - for at least one point within each area for analysis, you should find a quote in the text to support your point, or make a connection to a personal experience that point might remind you of and explain yourself well enough so the reader will also see the connection.

Adhevised Notes - when you find a point about any of the areas for analysis, as you are reading, you should use your adhevised notes to mark that spot and write on the notes the paragraph and page number along with enough information so you will remember what you marked.

Student information - Poetry Response Analysis

- Language/Phrases & Words (interesting)** - Is there a type of language used in the poem that is interesting or different eg. “Waz Up?” makes you think of a rapper or someone that dresses a certain way. This is slang and creates a better understanding of the environment or situation. If the author uses big words or very descriptive words, that really make you feel what the author feels because it is described so well, or they used some interesting words that really work, you should note these.
- Feelings** - Are there parts in the book that make the hair on the back of your neck stand up, or that you really feel sad or excited? Sometimes the author uses good sensory words to create these feelings. These are worth noting as feelings created by the poem.
- Mood** - When you read a poem, what is the total feeling you get from the poem eg. sad, calm, serious etc.
- Meaning (surface)** - Sometimes, a poem has a meaning that is very easy to get, because it clearly tells you. eg. a shoe means a shoe not that it means travel or transportation. (that might be the underlying meaning for shoe)
- Interpretation (underlying meaning)** - Sometimes a poem has a message eg. about good and evil, about making choices, about values etc. but it doesn't directly tell you. You have to infer or read between the lines. It may have a surface meaning that is easy to get, but if you think of what the author is really trying to say, you might get a much deeper or harder to get message.
- Techniques (form/style)** - There are several techniques that authors use: e.g. repetition of words, rhythm - beat of the poem, rhyme, hyperbole - exaggeration (streets paved with gold), onomatopoeia - sound of the word is like the word it describes e.g. pop, slurp, alliteration - repetition of the same first sound used of a word eg. sam seal sank, metaphors - compares two things, similes - compares two things using like or as, personification - gives real characteristics to things eg. animals talking, use of sensory words, shape, form, or patterns of a poem - number of words in each line, use of humor,
- Images / Pictures (description)** - If there are any parts in the poem that you can really see in your mind's eye because they are described so well, that really make you feel that you are right there, or that you can really relate to that place or situation that is being described because it is so well described, this is important to note.
- Questions / Opinions** - If you come to any parts that you wonder about, feel a certain way about, or have a particular view/thought of about, make note of it.
- Expanding Ideas** - in order to create an interesting paragraph about each of the areas above, you need to have at least three points for each area.
- Supporting Points** - for at least one point within each area for analysis, you should quote from the poem to support your point, or make a connection with a personal experience to that point, and explain yourself well enough so the reader will also see the connection.
- Adhesive Notes** - when you find a point about any of the areas for analysis, you should make a note or use your adhesive notes for note making.

Formative Experiment

Appendix C

Elaine Price

participant's number _____

Matters of Correctness - Pretest

Correct the following sentences for proper use of capital letters, commas, quotation marks, and end punctuation - periods, question marks, exclamation marks.

Add in missing items, or cross out things that are wrong and mark the correction directly above it.

1. you are amazing she said to the girl
2. many species of ants from Africa have been seen using their tools
3. when you go outside shut the door so the dog mitzy won't get out
4. david are you taking science this year at central colchester junior high school
5. if you go to the west then turn east for five steps then west again you will see the london bridge
6. did she ever live at 35 evergreen drive truro nova scotia when she was young
7. how could he eat the dry hot dog soggy cookie the cold pizza and the burnt fries
8. can you jump she asked all the way to the top
9. bob yelled bring me that hammer now
10. i think that i will leave tomorrow and fly air canada on their boeing 747 to vacation in the middle east
11. wow is that really the new gun that matell makes
12. george the irish guy lives down the street speaks hebrew

Formative Experiment

Appendix D

Elaine Price

participant's number _____

Matters of Correctness - Post test

Correct the following sentences for proper use of capital letters, commas, quotation marks, and end punctuation - periods, question marks, exclamation marks.

Add in missing items, or cross out things that are wrong and mark the correction directly above it.

1. you are amazing she yelled to the girl
2. many species of ants from Africa have been seen using their tools
3. when you go outside shut the door so the dog mitzy won't get out
4. david are you taking science this year at central colchester junior
high school
5. if you go to the west turn east for five steps then west again you will
see the london bridge
6. did she ever live at 35 evergreen drive truro nova scotia when she was
young
7. how could he eat the dry hot dog soggy cookie the cold pizza and the
burnt fries
8. can you jump she asked all the way to the top
9. bob yelled bring me that hammer now
10. i think that i will leave tomorrow and fly air canada on their boeing 747
to vacation in the middle east
11. wow is that really the new gun that matell makes
12. george the irish guy lives down the street and speaks hebrew

Formative Experiment

Appendix F1

Elaine Price

Areas of Analysis - Book Response **participant number:** _____

	first writing no graphic organizer	second writing with graphic organizer	increase/decrease
one point - mood/feelings			
one point - language/voice			
one point - genre elements, plot			
one point - style/techniques			
one point - images/pictures			
one point - character traits			
one point - meaning/messages			
one point - questions/opinions			
Totals			

Formative Experiment

Appendix F2

Elaine Price

Expanding Ideas - Book Response **participant number:** _____

	first writing no graphic organizer	second writing with graphic organizer	increase/decrease
points - mood/feelings			
points - language/voice			
points - genre elements, plot			
points - style/techniques			
points - images/pictures			
points - character traits			
points - meaning/messages			
points - questions/opinions			
Totals			

Formative Experiment

Appendix F3

Elaine Price

Support of Points - Book Response

participant number: _____

	first writing no graphic organizer	second writing with graphic organizer	increase/decrease
points - mood/feelings			
points - language/voice			
points - genre elements, plot			
points - style/techniques			
points - images/pictures			
points - character traits			
points - meaning/messages			
points - questions/opinions			
Totals			

Formative Experiment

Appendix G1

Elaine Price

Areas of Analysis - Poetry

participant number: _____

	first writing no graphic organizer	second writing with graphic organizer	increase/decrease	first writing no graphic organizer	second writing with graphic organizer	increase/decrease
points - mood						
points - language/phrases/words						
points - feelings (impression)						
points - style/techniques						
points - images/pictures						
points - questions/opinions						
points - meaning						
points - interpretation						
Totals						

Formative Experiment

Appendix G2

Elaine Price

Expanding Ideas - Poetry

participant number: _____

	first writing no graphic organizer	second writing with graphic organizer	increase/decrease	first writing no graphic organizer	second writing with graphic organizer	increase/decrease
points – mood						
points - language/phrases/words						
points - feelings (impression)						
points - style/techniques						
points - images/pictures						
points - questions/opinions						
points – meaning						
points – interpretation						
Totals						

Formative Experiment

Appendix G3

Elaine Price

Support of Points - Poetry

participant number: _____

	first writing no graphic organizer	second writing with graphic organizer	increase/decrease	first writing no graphic organizer	second writing with graphic organizer	increase/decrease
points – mood						
points - language/phrases/words						
points - feelings (impression)						
points - style/techniques						
points - images/pictures						
points - questions/opinions						
points – meaning						
points – interpretation						
Totals						

Formative Experiment

Appendix H

Elaine Price

Matters of Correctness

Capital Letter Use:

- the first word of a sentence
- proper nouns - the name of a person or an animal eg. Snoopy
- the pronoun “I”
- titles and names of clubs, businesses, and organizations - Boys Scouts, Kiwanis Club, McDonald’s, Matell, United Nations
- months, days, holidays, (not seasons of the year) historical events - Halloween, Christmas Day, Battle of Waterloo, World War I
- main words in titles - Matters of Correctness
- place names - Italy, South America, Brown Street, St. Lawrence River
- schools, buildings and structures - West Park School, Canterbury Cathedral, London Bridge
- names of airplanes/airlines, railroads/trains, and ships – Airbus A380, Canadian Airlines, Canadian National Railroad
- names of languages and nationalities - Hebrew, Russian, Irish
- north, south, east, and west are not capitalized when they name directions, but when they name parts of a country or the world they are capitalized - to go to school in the East; oil is found in the Middle East
- subjects - Math, Science, English

Comma Use:

- separate the street name from the town/city, and the town/city from the province
 - 135 Park Street, Truro, Nova Scotia, is a nice place to live.
- separate the day of the month from the year, and the year from the rest of the sentence
 - Susan was born on March 15, 1935, in Paris, France.
- separate a list of similar words in a series - Dave yelled, screamed, and banged the drum. (birds, cats, dogs, and fish) (bread, meat, butter, milk, cake, and fruit)

Comma Use cont...

- in direct address - Mary, did you bring the dog? Are you certain, girls, the door is closed?
- I wouldn't call her if I were you, Sue.
- with appositives (group of words that follow a noun and gives more information)
- The lion, an animal in Africa, is fierce. Jason, his son, is a tall boy.
- before and after an interrupter - We are, of course, going to the play. In my opinion, we can go. I will, therefore, go to the store for you. He has, for example, some cats.

Quotation Mark Use:

- used to mark the beginning and end of a quotation (or direct speech, or the exact words the person said)
"You were there!" exclaimed Cindy. Bob said, "Bring me that towel."
Sue asked, "Did you go with her?"
 - when a quotation is divided
"Let's go there," cried Mary, "right after lunch?"

"Tomorrow we will," yelled the boy, "if you are good!" Correct
- *Remember there is no capital letter at the beginning of the second quote if it is a continuation of the same sentence.
- "Tomorrow we will," yelled the boy, "If you are good!" Wrong

End Punctuation Use:

- a declarative sentence makes a statement and ends with a period
School will start in ten minutes.
- an interrogative sentence asks a question and ends with a question mark
Are you going to the dance?
- an imperative sentence makes a request or command and ends with a period
Pick up your socks.
- an exclamatory sentence shows surprise or other strong feelings and ends with an exclamation mark
Watch out for the dog!

Formative Experiment

Appendix II

Elaine Price

Matters of Correctness -Book Response

participant number: _____

Checklist	
Matters of Correctness: capital letters - start of sentences, proper nouns, for I, beginning of quotation	
end punctuation - . ! ?	
proper use of quotation marks	
proper use of comma	

Formative Experiment

Appendix I2

Elaine Price

Matters of Correctness – Poetry Response

participant number: _____

Checklist	
Matters of Correctness: capital letters - start of sentences, proper nouns, for I, beginning of quotation	
end punctuation - . ! ?	
proper use of quotation marks	
proper use of comma	

Formative Experiment

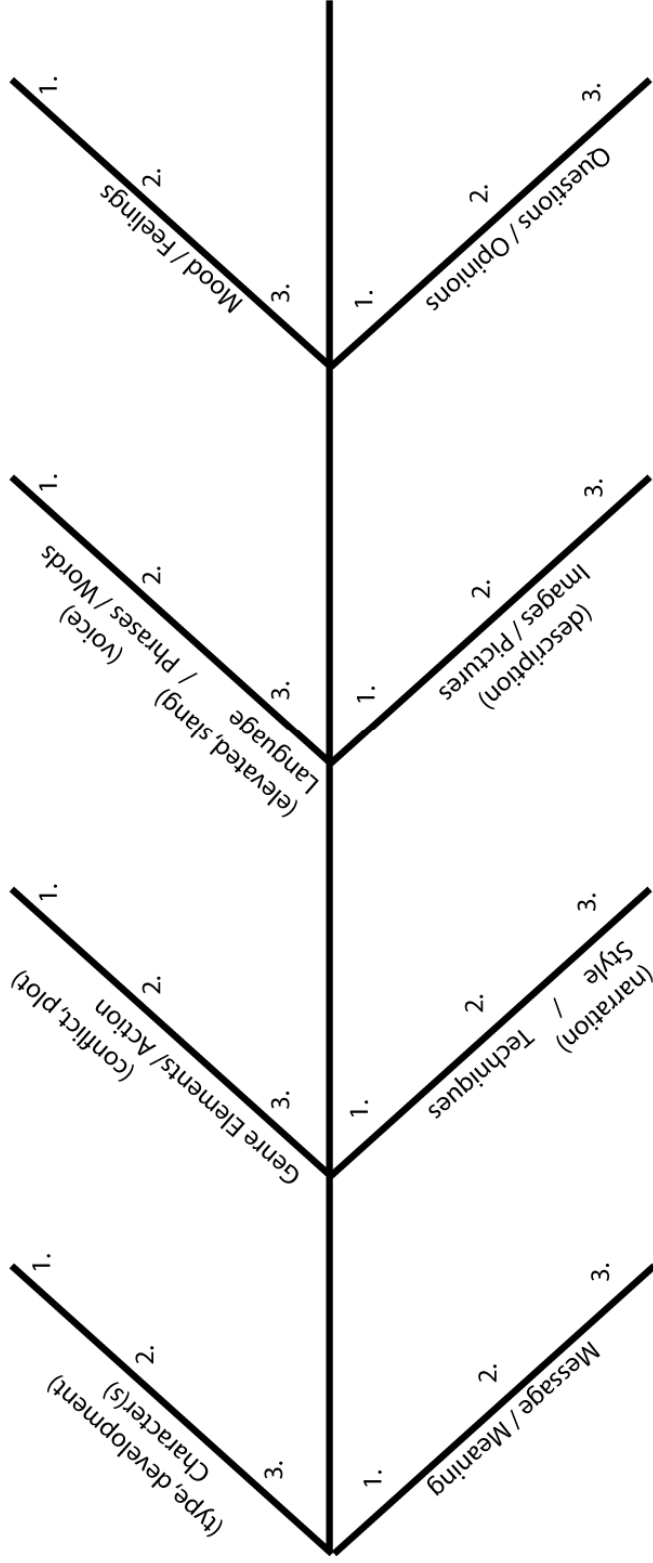
Appendix J

Elaine Price

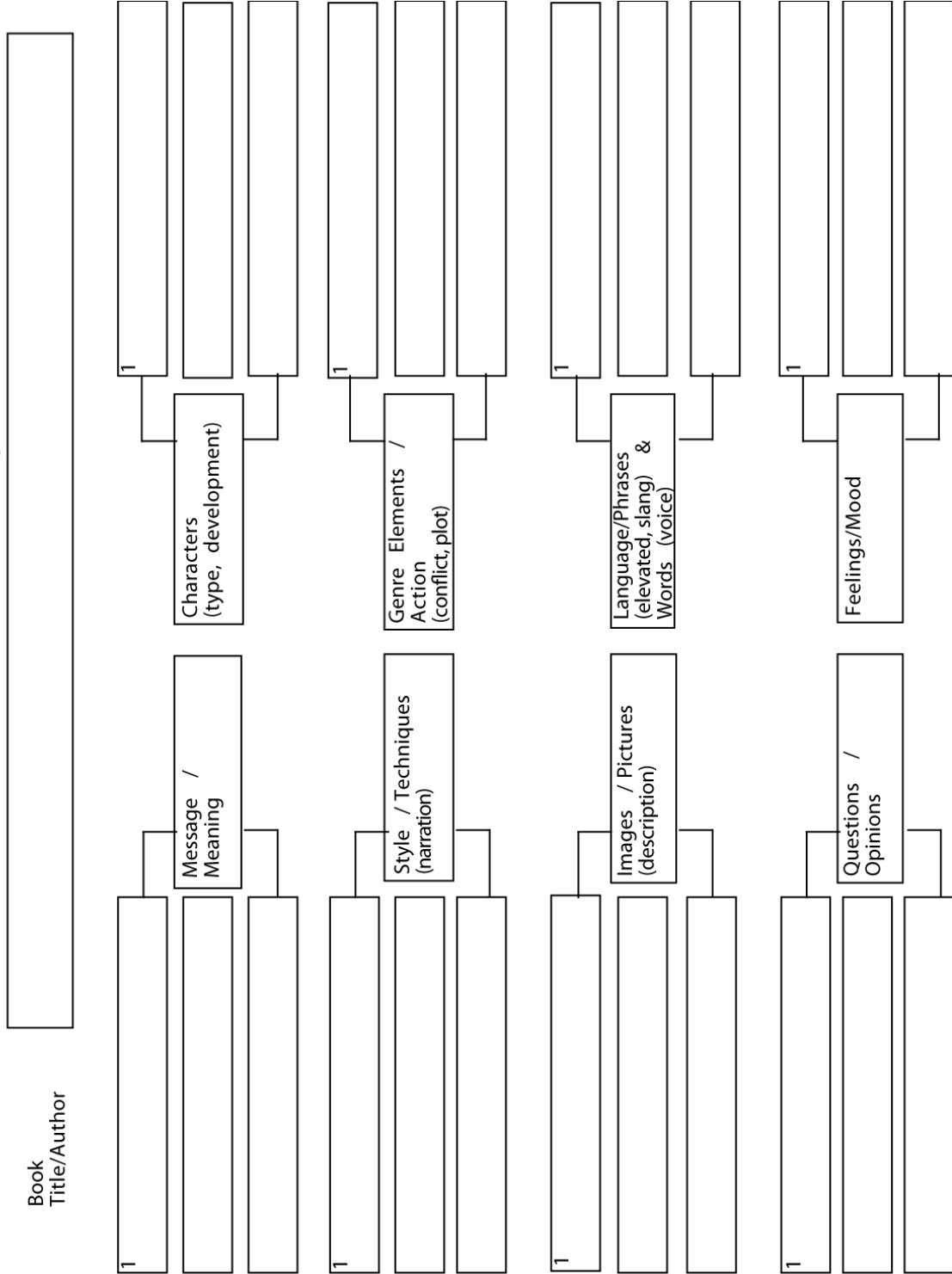
HERRINGBONE
Book Response

Book
Title / Author

1. Point 2. Quotes from book 3. Personal Experiences
Connections: self, text, world



EXPANDING IDEAS



Formative Experiment

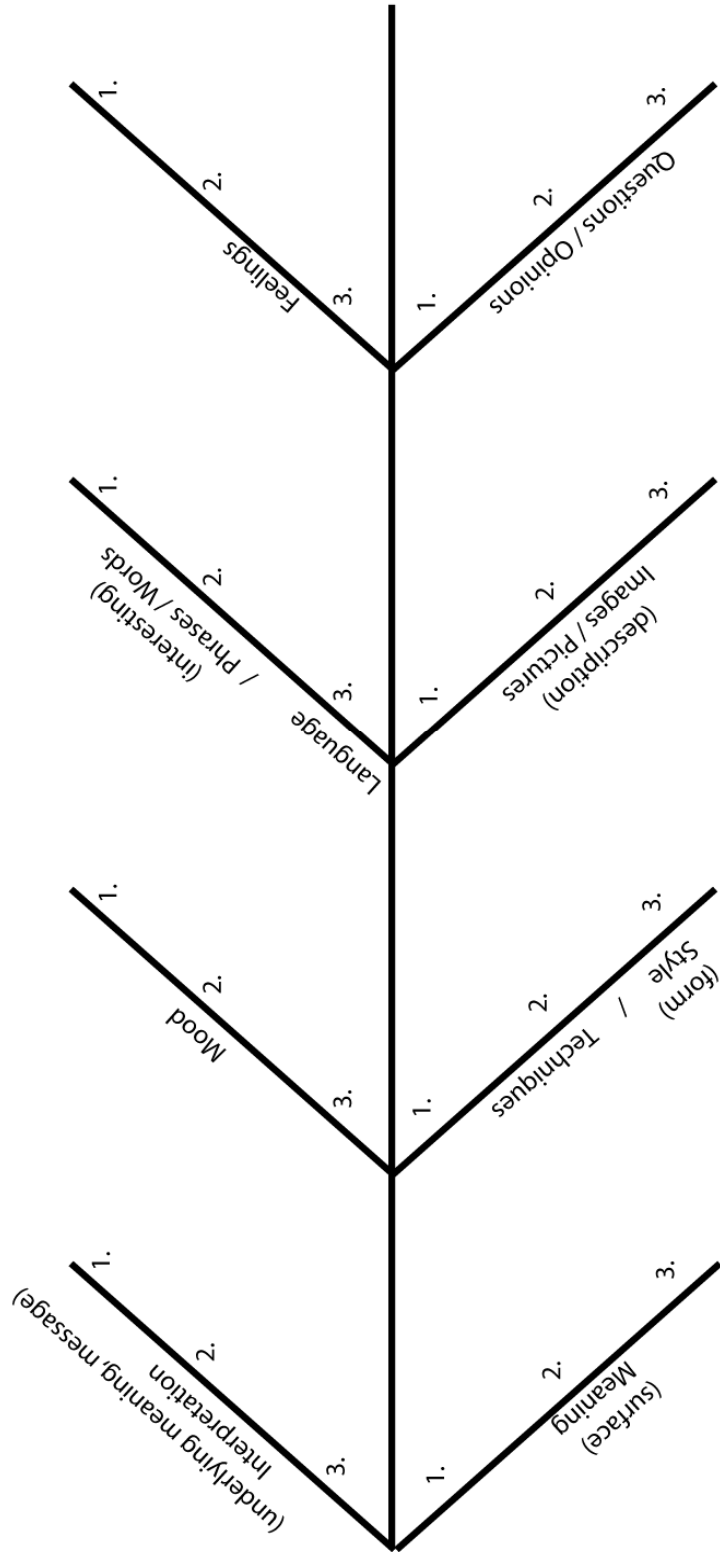
Appendix K

Elaine Price

HERRINGBONE
Poetry Response

Poem
Title / Author

- 1. Point
- 2. Quotes from book
- 3. Personal Experiences
Connections: self, text, world



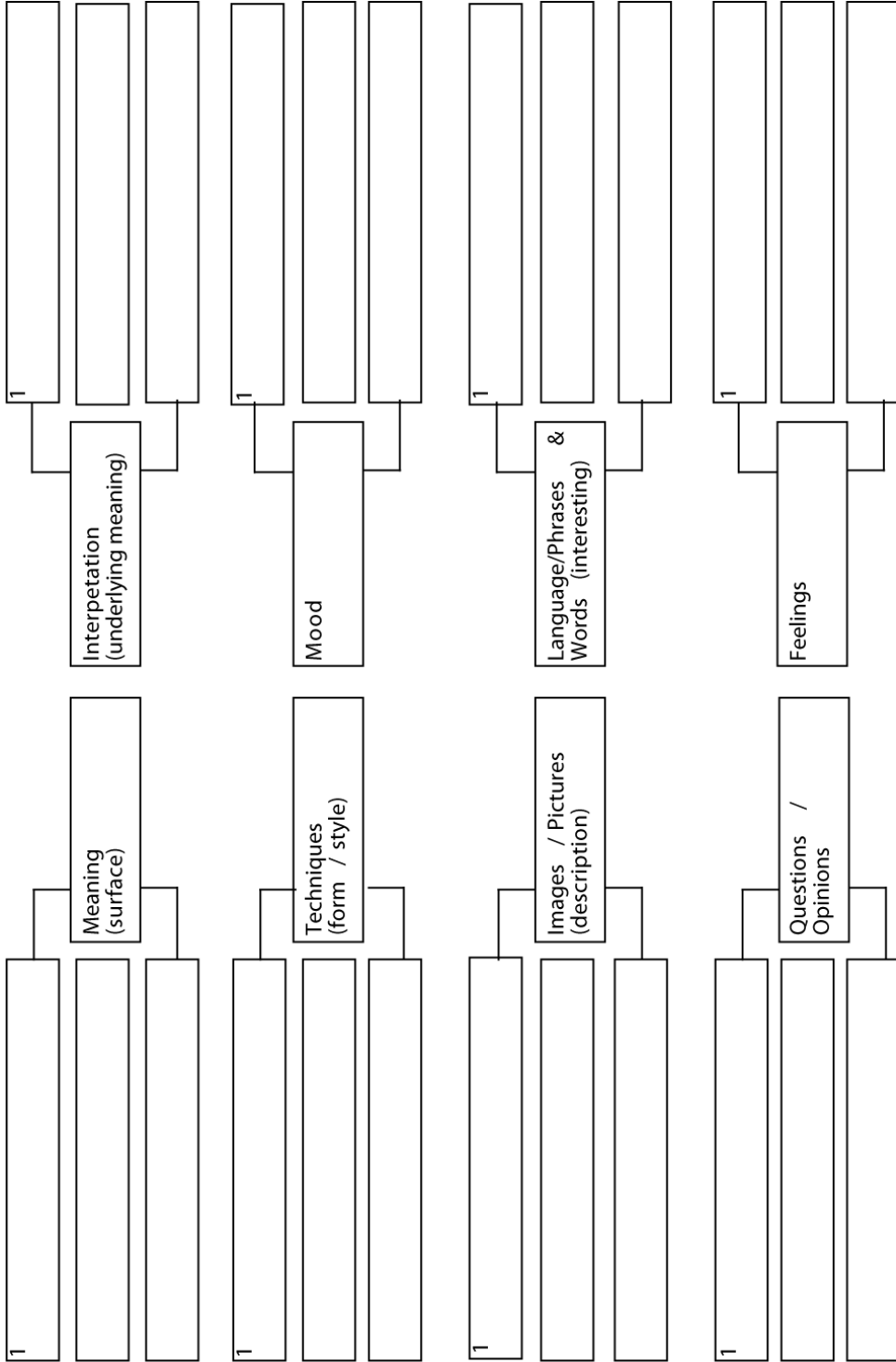
Formative Experiment

Appendix K

Elaine Price

EXPANDING IDEAS

POEM
Title/Author



Formative Experiment

Appendix L

Elaine Price

Participant's number: _____

Questionnaire

Book Response

Check beside yes or no for your correct answer.

- yes ___ no ___ B1. Do you normally do a rough copy for a book response?
yes ___ no ___ B2. Do you think you should have to do a rough copy for a book response?
yes ___ no ___ B3. Do you normally edit your rough copy for a book response?
yes ___ no ___ B4. Do you normally do a good copy once?
yes ___ no ___ B5. Would having to do a good copy more than once be upsetting?
yes ___ no ___ B6. Do you like to use graphic organizers?
yes ___ no ___ B7. Do you think that using a graphic organizer improves your book response writing?
- yes ___ no ___ B10. Did you do a book response before this study?
yes ___ no ___ B11. Did you use a graphic organizer for your book response writing before this study?
yes ___ no ___ B12. Did you use a checklist for matters of correctness for your book response writing before this study?

B8. Which items would you prefer to use for your next book response?

Circle your choice.

- a) only my notes, (not a graphic organizer, not a checklist)
- b) a book response graphic organizer only
- c) a book response graphic organizer and a checklist for punctuation

B9. Which items will you use to achieve your best writing for your next book response?

Circle your choice.

- a) only my notes, (not a graphic organizer, not a checklist)
- b) a book response graphic organizer only
- c) a book response graphic organizer and a checklist for punctuation

Poetry Response

- yes ___ no ___ P1. Do you normally do a rough copy for a poetry response?
yes ___ no ___ P2. Do you think you should have to do a rough copy for a poetry response?
yes ___ no ___ P3. Do you normally edit your rough copy for a poetry response?
yes ___ no ___ P4. Do you normally do a good copy once?
yes ___ no ___ P5. Would having to do a good copy more than once be upsetting?
yes ___ no ___ P6. Do you like to use graphic organizers?
yes ___ no ___ P7. Do you think that using a graphic organizer improves your poetry response writing?
- yes ___ no ___ B10. Did you do a poetry response before this study?
yes ___ no ___ B11. Did you use a graphic organizer for your poetry response writing before this study?
yes ___ no ___ B12. Did you use a checklist for matters of correctness for your poetry response writing before this study?

P8. Which items would you prefer to use for your next poetry response?

Circle your choice.

- a) only my notes, (not a graphic organizer, not a checklist)
- b) a poetry response graphic organizer only
- c) a poetry response graphic organizer and a checklist for punctuation

P9. Which items will you use to achieve your best writing for your next poetry response?

Circle your choice.

- a) only my notes, (not a graphic organizer, not a checklist)
- b) a poetry response graphic organizer only
- c) a poetry response graphic organizer and a checklist for punctuation

Formative Experiment

Appendix M

Elaine Price

Clothes

I like new clothes.
They seem brighter, smoother, shinier.
I move carefully in them.
I remember to hang them up.
I feel taller in them -- and prettier --
And I don't climb over barbed wire fences.

I like old clothes too.
I don't think about them much.
They are part of me,
Going where I go, doing whatever I feel like doing.
They are less bother and more comfortable.
They don't expect me to be so tall;
They know my size exactly.

You know, it's a funny thing...
Friends are like clothes.

- author anonymous

Formative Experiment

Appendix N

Elaine Price

When Black and White See Eye to Eye

When Black and White see eye-to-eye
Good times go round and round
But when they don't
Some push, some shout
Some fight; all stand and frown.

See eye-to-eye, I always say
See hand-to-hand
See heart-to-heart
See mind to mind to mind
Then Black meets White
Meets Brown meets Tan
Meets French meets Mi'kmaq
Meets Arab meets Jew
When Black and White see eye-to-eye
This world fits and pleases me and you.

---Maxine Tynes

Formative Experiment

Appendix O

Elaine Price

Format for a Book Response - Essay

Introductory paragraph:

Introduce the name of the novel and the author in the first paragraph and underline the title of the novel. Tell what genre the book/novel is and explain how it is that type of genre. You might include what audience the author is targeting, and you might be able to explain your support for that by telling who the main character is in the book, and what the major activity/situation is in the book in one or two sentences, without retelling the story or the ending.

Supporting paragraphs:

At the beginning of each paragraph you should mention what the main idea is for your paragraph, but don't talk to the reader (eg. I am going to tell you... or The quote that shows patience is...) Next, you should talk about your main idea, in your paragraph, with different examples, by referring to particular parts in the book that would give evidence to support your point. Using a direct quote gives your point extra strength. Remember to use quotation marks around your quote and choose a quote that clearly shows what it is you are trying to say/prove. Your quote should naturally blend into your paragraph, as if it is the next sentence or part of your next sentence. Your concluding sentence in your paragraph should sum up your paragraph. You can give your opinions about how well you think the author dealt with each of the areas to be analyzed, and how they affected you personally. You can also make personal connections to your points, connections to other books, to other authors who wrote the same way, or make a connection to what is happening in the world, but you must explain any point that you make well enough to prove what you have said.

Each paragraph should begin with the main idea you are going to talk about. You should talk about, but not list examples, if you can, and try to show proof with a quote.

Paragraphs should be at least three sentences, although that is a very short paragraph. Five sentences or more is a good number to be able to say what you have to and give enough evidence to support your ideas, so your ideas aren't just listed.

Concluding paragraph:

Your concluding paragraph should sum up your piece. One style is to mention your main ideas again, that you started each paragraph with, and end with your final opinion about the whole novel as a result of the ideas you mentioned.

Check for:

- varied sentence beginnings, signal words/phrases
- run-on sentences
- short choppy sentences that could be combined
- transition words (and, next, also, finally, then, because...)
- first/second/third person perspective consistent
- tense consistent (don't use I seen = I saw)
- possessive agreement (My dad's house...)
- word choice (include similes, metaphors, sensory/descriptive words)

Formative Experiment

Appendix P

Elaine Price

Format for a Poetry Response - Essay**Introductory paragraph:**

Introduce the name of the poem and the author in the first paragraph and underline the title of the poem. You might mention the style of the poem, if you know it. You might include what audience the author is targeting, and you might be able to explain your support for that by telling what the main idea/topic is in the poem, in one or two sentences, without retelling the poem.

Supporting paragraphs:

At the beginning of each paragraph you should mention what the main idea is for your paragraph, but don't talk to the reader (eg. I am going to tell you... This is an example of...)
Next, you should talk about the main idea in your paragraph with different examples, by referring to particular parts in the poem that would give evidence to support your idea. Using a direct quote gives your point extra strength. Remember to use quotation marks around your quote and choose a quote that clearly shows what it is you are trying to say/prove. Your quote should naturally blend into your paragraph as if it is the next sentence, or part of your next sentence. Your concluding sentence in your paragraph should sum up your paragraph. You can give your opinions about how well you think the author dealt with each of the areas to be analyzed, and how they affected you personally. You can also make personal connections to your points, connections to other poems, other authors who wrote the same way, or make a connection to what is happening in the world, but you must explain any point that you make well enough to prove what you have said.

Each paragraph should begin with what main idea you are going to talk about and you should give several examples, if you can, and try to show proof with a quote. Paragraphs should be at least three sentences, although that is a very short paragraph. Five sentences or more is a good number to be able to say what you have to and give enough evidence to support your ideas, so your ideas aren't just listed.

Concluding paragraph:

Your concluding paragraph should sum up your piece. One style is to mention your main ideas again, that you started each paragraph with, and end with your final opinion about the whole poem as a result of the ideas you mentioned.

Another ending might be to mention a few of your previous points with your opinion of the poem and then restate the surface meaning of the poem, but add what the underlying message/meaning of the poem really was.

Check for:

- varied sentence beginnings, signal words/phrases
- run-on sentences
- short choppy sentences that could be combined
- transition words (and, next, also, finally, then, because...)
- first/second/third person perspective consistent
- tense consistent (don't use I seen = I saw)
- possessive agreement (My dad's house...)
- word choice (include similes, metaphors, sensory/descriptive words)

Formative Experiment

Appendix Q

Elaine Price

Researcher's Log

Original planned steps in procedure; Bolded -Actual steps in procedure with revisions due to parameters of formative experimental method.

Day 1: pretest – 30 to 40 minutes; mini lesson - commas and capital letters, and worksheet work 20 – 30 minutes on day 1, (worksheets to be completed for homework) (steps 1– 3 of procedure)

Day 2: review of homework sheets, mini lesson on proper end punctuation, quotation marks, and work time on worksheets 60 minutes on day 2 (some worksheets for homework on use of quotation marks) (step 3 of procedure)

Day 3: review of homework sheets, mini lesson on more uses of quotation marks, and work time on worksheets 60 minutes on day 3 (some worksheets for homework)

Day 4: review of homework sheets, review of all elements of matters of correctness with practice on the board to prepare for post test – 60 minutes on day 4

Day 1: pretest and teaching of commas, capital letters, end punctuation, and quotation marks.

Day 2: Since this project took place at the end of the year in May and June, the students already had a good understanding of the matters of correctness mentioned above, and were able to complete the pretest, worksheets, and the reviews within two class periods of an hour each.

Day 5: post test – 30 to 40 minutes, students begin to read Hatchet novel when test is complete. Mini lesson on elements for format of a book response – 20 to 30 minutes. (steps 4 – 6 of procedure)

Day 6: mini lesson on areas of analysis, expanding points/ideas, support of points/ideas for book response with highlighting of handout – 30 minutes, instructions for use of adhesive notes for gathering information and note making, plus practice 15 - 20 minutes. Remainder of time spent reading Hatchet novel and, gathering information for writing of book response, then reading assigned for homework Chapters 1-3. (steps 7 – 8 of procedure)

Day 3: The post test only took students fifteen minutes for all students to complete the test, and I was able to review the areas of analysis, expanding points/ideas, and support of points/ideas from the Student information - Book Response Analysis sheet, as well as have them begin to read Hatchet in a one-hour period. I had to explain that for supporting their points, a quote for each of the areas of analysis would strengthen their point, so they needed to think about that when searching for information and using their adhesive notes to mark that evidence.

They were able to complete all of this in one class period, in part due to the time of year and students having had experience with the use of adhesive notes for marking important parts, although not for noting pages and paragraphs for the purpose of quoting their points.

Day 7: in-class reading of novel and gathering of information for book response Chapters 4 & 5 - 60 minutes, then reading assigned for homework Chapters 6 & 7. (step 8 of procedure)

Day 4: Students were able to complete the first three chapters and read chapters 4 & 5 in class with 5 & 6 for homework.

Day 8: in-class reading of novel and gathering of information for book response Chapters 8 & 9 – 60 minutes, then reading assigned for homework Ch. 10 & 11.

Day 9: in-class reading of novel and gathering of information for book response Chapters 12 & 13 – 60 minutes, then reading assigned for homework Chapters 14 & 15.

Day 5: Students read chapters 7 & 8 in class and were assigned chapters 9 - 12, four chapters, for the weekend. I did a review of adhesive notes use to have students do them in advance and put them at the back of their books ready to use, with the titles visible to remind them of what they needed to be looking for, since I noticed that they would read a chapter and then go back and write out their adhesive notes for each category, rather than doing it as they went along. I also had to do a review of the areas of analysis and the meanings for each.

Day 10: in-class reading of novel and gathering of information for book response Chapters 16 & 17 – 60 minutes, then reading assigned for homework Chapters 18 & 19.

Day 6: Some found that four chapters over the weekend was a lot of reading for them, but they got it done. They did not have as many adhesive notes as I would have expected, probably due to the increase in numbers of chapters. I chose to increase the numbers due to the necessity of getting the book completed. I should have just assigned two to three chapters and had them take more time to gather the information. Some students had to go back through the four chapters and try to find more evidence for their categories. Students read chapters 13 & 14 in class and were assigned chapters 15 & 16 for homework with a reminder for them to do their adhesive notes and have them ready at all times. I added that when they use one of the categories for their adhesive notes, they should write out another one for that category right away so it is ready in the back of their book. They seemed to take the time to do an extra one then, but not to stop and write one out without one ready. I also had to do a review of the areas of analysis and the meanings for each again. Some students had to catch up due to the four chapters having been assigned over the weekend, and then having to start this class searching for more evidence.

Day 11: in-class reading of novel and gathering of information for book response Epilogue, catch-up, and students/participants begin rough copies of book responses (BkWO-book response without a graphic organizer) – 60 minutes - (any rough copies collected by teacher to ensure in-class work) (steps 8 – 9 of procedure)

Day 7: Students read chapters 17 & 18 in class and were assigned 19 and the epilogue for homework. I reminded them about the use of adhesive notes and to have them ready. I had to do a review of the areas of analysis and the meanings for each, this was mainly due to poor direction following and that they don't write down oral directions.

Day 8: Students were asked to take four pieces of looseleaf and put one of the titles of each of the areas of analysis on the top of each side of the looseleaf pages. They were asked to take their adhesive notes out of their novel and stick them on the pages with the same titles, in order from left to right on the pages. This would let students know just how much information they had gathered for each heading. I had to explain that they needed to look at all of their references, go back into the novel and choose the best paragraphs to take their information from in order to prove their points. I noticed that many found this difficult and just wanted to take whatever reference was first on their page and use that one, rather than looking at all of them and choosing the best one. I could have improved this step by having them write a little on their pages beside each reference to tell something about it, this would force them to go back and read about each one of them, or I could have asked them to write out each of their quotes under each category, but students with writing difficulties would probably have shut down from too much writing.

Students were also asked to put page references, in APA format, at the ends of each of their quotes that they chose to use. We had already done citations, and I felt that this would reinforce the necessity for exact quoting. They would know that I could look up their quotes from their page references, and it might make them more motivated to be exact. I also realised that I needed to create a written handout about the format of the book response, because the students had nothing in writing about the response needing to have a title, an introduction that introduces the book, lead with a topic sentence for their paragraphs, that they needed to give their opinions about the novel for the areas for analysis, make connections, and end with a concluding paragraph, as they only had learned what the categories meant.

I went over the format of a response in essay format, then students began to write their rough copies. I reminded them that they needed to be double spaced and on both sides of the page, leaving a space under the title, with their assigned numbers on their work.

Day 12: students/participants work on a rough copy, editing their copy, and a good copy for their book response (BkWO- book response without a graphic organizer) – 60 minutes (all work collected by teacher to ensure in-class work) (step 9 of procedure)

Day 9: I handed out and reviewed the format for a Book Response sheet just created for format. Students worked on their rough copies (BkWO-Book Response without a graphic organizer) and had to go back to get information from their novel to have more points for their areas of analysis, to look for meaning, and create questions/opinions. They didn't have problems with deeper questions because we had dealt with thick and thin question creation previously, but, generally, they didn't know what to ask/wonder about the novel. They had to be reminded that they needed to keep their comments related to the novel as a whole, and that their opinions needed to reflect how they thought either the author did regarding the areas of analysis, and/or how each area had affected them. They kept asking if they had to use a quote for each of the areas of analysis, and I could only ask them if having a quote would make their point stronger, otherwise, I would have altered the true results of them just using the written directions as their guide for writing as compared to using a graphic organizer.

Day 10: Students worked on their rough copies again, and some went on to use their matters of correctness explanation sheet to edit their work, others didn't use anything. I asked students to put this matters of correctness sheet in their writing folders. I felt that they should have easy access to it if they chose to use it. Even with its use, some still didn't pay close attention to each point on the matters of correctness sheet. All writing pieces were collected at the end of the class.

Day 13: students/participants work on editing and writing a good copy of book response (BkWO)– 60 minutes (all work collected by teacher to ensure in-class work)

Day 14: students/participants complete a good copy of book response and pass them in - 40 minutes mini lesson on how to use the Book Response graphic organizers – 20 minutes (steps 10 – 11 of procedure) (partial assessment of areas of analysis, ideas under each area of analysis, supported ideas/points)

Day 11: Students finished editing their rough copies, then went on to write their good copy (BkWO). Some students needed to come back during lunch to complete their good copy. All of my struggling readers/writers had one extra hour to work on their pieces to complete them during their reading period with me, and all but two of the struggling writers, who have no pullout time, came back for one hour during one of their elective subjects to complete their good copy. Three students were not able to complete their work in this time period due to missed time, and had to continue to work on their good copy during the class while I went on to explain the graphic organizer. This may cause at least one of them to not do as good a job when using a graphic organizer, as one of the three was farther behind than the others.

Day 12: I reviewed the meaning of the areas for analysis, expanding their ideas, and supporting their points. I reminded them that they were to comment with their opinions/view of how well the author wrote each of the areas of analysis, and give their own views about each of the areas, in terms of personal likes and dislikes, or how it affected them. I had to review the words affect and effect, as I noticed these were misused in their first pieces, and I felt that extra teaching would not affect the results as spelling/word usage was not part of the matters of correctness. I demonstrated with an overhead how to complete the graphic organizers. They were told to try to complete a connection for each area, but to only choose their best connections when they begin to write. The students used their original information sheets, their good copy of their pieces, and went back into their novels to look for further support. I allowed them to use their good copy from their first writing (BkWO) just to complete the graphic organizers, because it would not affect their writing as long as I took it away from them before they began to write their rough copy, which was to be from their graphic organizer. Therefore, their good copy was only a resource for the information that they had already looked up. They could have used their rough copies, however, several had made changes from their rough copies to their good copy and didn't change the information on their rough copies, therefore, I felt it would not be fair for them to have to go back and gather or reconstruct what they had already done. I believed that they would have become upset or angry about having to redo that part and about not being able to use their good-copy information. I collected the work at the end of class and kept it in the classroom in folders.

Day 15: students/participants complete Book Response graphic organizers and begin writing a rough copy of their book response (BkWnc - book response with a graphic organizer but no checklist) – 60 minutes (all work is collected by teacher to ensure in-class work) (step 12 of procedure)

Day 13 & 14: Students needed two days to complete their graphic organizers because several did not include quotes. Several had written their first responses (BkWO) by responding to the story rather than to the elements of the novel and the work of the author, which was due to their prior experiences for format of book responses in earlier grades. *Students were not aware that they had not completed the task correctly when they had just used their Student information - Book Response Analysis sheets on their first writing (BkWO). They became aware of this when presented with the graphic organizer due to the visual of the required parts.

Many had difficulty stating their points on the graphic organizer, and I had to tell them that the topic sentence introduces what their paragraph is about (as explained earlier in the first piece). We discussed what the key words for topic sentences could be, in keeping it about their point, and then they needed to prove their point with a quote and three other points, which they just needed to talk about within their paragraph. These directions had to be repeated over and over in modelling how to write directly from a graphic organizer. Creating their paragraphs from a two-page graphic organizer required more explicit teaching than I had anticipated.

I waited until after day 14 to do the partial assessment (areas of analysis, ideas under each area of analysis, supported ideas/points)of their good copy (BkWO) because they needed their good copy to transfer their information to their graphic organizers. When marking their first pieces (BkWO), I noticed that it was hard to mark for areas of analysis because some students were not clear about their point, and some had more than one area of analysis in a paragraph. So, I decided to only mark area of analysis if they used the words of the areas for analysis in their topic sentence or if it was very clear as to what their point was in their topic sentence. Another problem I encountered was with the points and the quotes; students had points and had quotes, but they were not supporting that specific area of analysis. I decided to count their quote if it was about the area of analysis, even if it didn't support their point, and I decided to count their points (expanding ideas) as long as they were somehow related to each other, to their area of analysis, or to their quote. Listing of ideas - I counted each as one, except in the conclusion when their point was that the author did a good job, I didn't count the listing of each area of analysis, as this had already been counted as a point within each paragraph. *****

Day 16: students/participants continue working on their rough copies, editing their rough copies, and writing a good copy (BKW) - 60 minutes (all work is collected by teacher to ensure in-class work) (step 12 of procedure)

Day 15: Students were reminded to write directly from their graphic organizers, and edit their work. I reviewed the format for a Book Response sheet. They worked on their rough copies for one period; however, some needed two periods to complete their rough copies. My struggling writers were able to get an extra hour in their pullout time, and some non-

pullout students returned at lunch for an extra twenty minutes to finish, due to the length of their pieces. They were reminded to edit their work during both of these sessions, while working on their rough copies (BkWnc - Book response with a graphic organizer but no checklist).

Day 17: Students/participants complete and pass in a good copy of book response (BkWnc-book response with a graphic organizer but no checklist) (step 13 of procedure) - 60 minutes

Day 16: Most students began their good copy (BkWnc - book response using a graphic organizer and no checklist) and completed their writing in one period. Struggling writers and some non-pullout students returned for an extra hour or at noon hour for an extra twenty minutes of writing in order to complete their good copy, and pass it in. They were reminded to edit their work.

Day 18: mini lesson on checklist use – 5 minutes; students/participants edit photocopies of book responses (BkWnc) using a checklist and pass them in (BkWc - book response using a graphic organizer and edited with a checklist) (steps 14 – 15 of procedure) – 30 minutes mini lesson on format for poetry responses and review of matters of correctness - 25 minutes (steps 16 – 17 of procedure)

Day 17: I copied the final copy of my struggling readers and writers' book responses (BkWnc - using a graphic organizer without a checklist) and handed these out to them at the same time as I handed out originals to all the other students. All students were to use a checklist and refer to their information sheet for matters of correctness. They were instructed to read the part on their matters of correctness information sheet for the first area on their checklist only, read their good copy and make corrections, using a black pen, for only that item on their good copy (BkWnc). They were then to check off that item on their checklist and go on to the next item on their checklist, read their matters of correctness information sheet, make the corrections on their good copy with black pen, and continue. They were told not to try to do more than one type of correction at the same time, or they would miss errors. This was hard to enforce as students just wanted to read their pieces once. It would have been better for them to have used a red pen, as it would have shown up better than black, since some students just added the end punctuation, rather than crossing out what was there and adding the correction. As soon as I realised that black pen wasn't showing up on the photocopy (but would do fine for originals done in pencil), I asked all students to go back and use a red pen to make their corrections and to overwrite the corrections already done, but using red pen. For those struggling readers and writers who hadn't started to make their corrections and/or didn't have a red pen, I gave them the original of their response, a red pen, and they did their corrections right on their good copy. These students were monitored closely that they did not take out a pencil at any time and only had their red pens. This ensured that no corrections were made to their original copy (BkWnc) that could not be detected. All work was collected and a total assessment was done by the teacher for areas of analysis, ideas under each area of analysis, supported ideas/points, and for matters of correctness, before the use of a checklist

(BkWnc) was done, then a limited assessment was done for matters of correctness when a checklist was used (BkWc).

Day 19: mini lesson on areas for analysis, expanding points/ideas, and support of points/ideas for a poetry response with handout, and review use of adhesive notes – 30 minutes; students/participants read poem, gather information for poetry response (P1WO) and begin to write rough copy of response – 30 minutes (all work is collected by teacher to ensure in-class work) (step 18 - 20 of procedure)

Day 18: I realised from the questions students asked during the book response mini lesson, that the students needed an exemplar piece to demonstrate the meaning of areas of analysis, and expansion of ideas, beyond the Student information - Poetry Response Analysis sheet. I also determined they needed a better understanding of format for writing poetry, beyond the information sheet handout, however, I had expected they would have known about all of these before grade seven. Unfortunately, all of this information seemed new to them, so I found a poem to act as an exemplar and did a lesson showing how to create a poetry response. I did this by means of a general discussion about each part, but did not write out any part of the response. I felt that writing the ideas out would be too much coaching. I showed them how to use adhesive notes and/or write their comments directly on the poem page. Then I reviewed the actual handout for Student information - Poetry Response Analysis. This took longer than I expected - one hour. Students had a copy of the student information sheet, and a copy of the demo poem, but not the graphic organizer.

Day 19: I passed out the format for a poetry response sheet, and I reviewed the student information sheet again - areas of analysis. Students had the matters of correctness sheet in their writing folders, which I also reminded them to refer to for editing.

I expected that students would do better with the format and mentioning the areas for analysis in their topic sentence on the first writing of the poetry response (P1WO) due to them having learned about topic sentences for the book response. I also expected that this demo would, no doubt, cause less variation between the poetry responses (P1W) done with a graphic organizer and those done when not using a graphic organizer (P1WO). The close proximity problem, if a factor, could have been decreased by doing the book response a few months before doing the poetry response, had time not been such a factor in this study.

I passed out the first poem. They read this first poem and worked on a rough copy of their response (P1WO). Students had a copy of the Student information sheet - Poetry Response Analysis, format for a Poetry Response, and their editing information sheet. A few of the non-pullout students returned at lunch for an extra twenty minutes to work on their rough or good copy.

Day 20: students/participants edit rough copies and complete good copy of poetry response (P1WO) and pass them in – 60 min. (steps 20 - 21 of procedure)

Day 20: I reminded students to edit their work, to refer to their editing sheet, and to then begin their good copy. Students continued to work on the rough copy of their poetry response (P1WO), then, some edited their work and began their good copy. Most had a good start on their good copy. Some made comments about the poem being stupid, and/or not liking the poem. I collected all work at the end of the class. The struggling

readers/writers were able to get an extra hour in their pullout time, and some non-pullout students returned at lunch for an extra twenty minutes to finish their good copy. All students completed their good copy of their poetry response (P1WO- poetry response 1 without a graphic organizer), in less time than I had anticipated.

Day 21: mini lesson on how to use the poetry response graphic organizers, for areas of analysis, expanding points/ideas, support of points/ideas, and write from organizer – 10 minutes; students/participants complete graphic organizer, and work on rough copy of poetry response (P1Wnc - poetry response 1 with a graphic organizer but no checklist), and edited copy – 50 min. (all work is collected by teacher to ensure in-class work) (steps 22 - 23 of procedure)

Day 21: I asked students to take out their poetry information sheets, and handed out the graphic organizers. I did a mini lesson on how to complete the graphic organizer with their point about the area of analysis, to use a quote to support that point, and to make a connection to their point. Students again asked if they had to comment on each area of analysis, as they had difficulty coming up with three additional points for surface meaning and underlying meaning, especially as separate categories. They also commented that their questions and opinions would not be a quote, and asked if their mark for this assignment would be less if they didn't use quotes for this area of analysis. I explained that it would not. Some were also confused about only needing to quote to support the main point. The use of the graphic organizer took longer to review than I would have thought. They needed to be reminded to stick to the area of analysis for their first point, which would be introduced in their topic sentence for that paragraph.

I returned their good copy from their first poetry response (P1WO) done without a graphic organizer, so they could use that information to complete their graphic organizers, rather than starting from the beginning again and redoing; again, as was the case with the book response, that would have been too much work for any of these students given the requirements of this study and the duration of time.

Students began to complete the graphic organizer for the rest of the period - about 20 min. I collected all good copies when they had completed their graphic organizers, then collected the graphic organizers and any rough copies at the end of the class.

Several students returned at lunch for an extra 20 min. of work time.

Day 22: Students continued to work on completion of their graphic organizers, and I collected the good copy (P1WO) as soon as their graphic organizer was complete. Students were instructed to start their rough copies (P1Wnc), write directly from the graphic organizer to their rough copy, and write using all of the information from their graphic organizer. I suggested that they use their best connections, rather than using all of them only for the sake of having used them. I reviewed the format for a Poetry response, and made sure each student still had a copy, or I gave them another one.

I completed a partial assessment (areas of analysis, ideas under each area of analysis, and supported ideas/points) (P1WO).

Day 23: Students were reminded again, to write directly from their graphic organizer, and make sure that anything they used from the poem was quoted, using quotation marks. I reviewed the matters of correctness information sheet. They worked on their rough copies. I collected all work at the end of class. Struggling readers/writers received an extra hour during pullout time for writing, and also returned at noon for an extra twenty minutes of

writing in order to complete their rough copies (P1Wnc) and pass them in. It took them a lot longer to complete rough copies because they also had to complete their graphic organizers with all of the required information.

Day 24: Most students had their rough copies completed; however, one student in the group missed four days due to sickness, and will not be able to complete the work. I reviewed the matters of correctness sheet quickly and reminded students to edit their work. Most students began to work on their good copy of their first poetry response using a graphic organizer.

Day 22: students/participants complete editing of rough copy (P1Wnc), write and pass in a good copy of poetry response (P1Wnc - written from a graphic organizer no checklist) – 60 min. (steps 23 – 24 of procedure)

Day 23: students/participants use and complete checklists to proofread/edit the good copy of poetry response (P1Wc) and pass in with checklists – 40 min. (steps 25 – 26 of procedure)

Day 25: Students completed their good copy of their response (P1Wnc), then I reviewed the matters of correctness information sheet again, and reviewed how to complete the proofreading/editing checklist. Students used a red pen and edited the original of the good copy of their poetry response using their proofreading/editing checklist, and the information sheet. All responses (P1Wc - poetry response 1 written with a graphic organizer and a checklist) were collected by the end of the class. I completed a total assessment (areas of analysis, ideas under each area of analysis, supported ideas/points, and matters of correctness) for the poetry response (P1Wnc). Then I did a limited assessment (matters of correctness) on the first poetry response (P1Wc - with a graphic organizer and checklist).

Day 26: I reviewed the Student information - Poetry Response Analysis and format for writing sheets, then reviewed quoting. I also mentioned about using adhesive notes for their comments/ideas or just writing them on the poem page. I passed out the second poem to be analyzed. The students and participants read the second poem and worked on a rough copy of their response (P2WO- without a graphic organizer). Students seemed much faster at writing their rough copies and seemed to like this poem better, however, they kept asking if this was the last one they had to write, and did they have to do all those steps again. It was obvious that they were getting tired of writing. I reminded them that there were very few days left in school, and that they needed to be here right up until the last day in order to complete this writing. Only a few students returned at lunch for an extra twenty minutes to work on their rough copies. I encouraged my struggling writers (non-pullout students) to come back to make sure they would be able to finish. The hot weather and hot classroom has added to students getting more tired.

Day 24: review by teacher of matters of correctness – 3 to 4 min.; review of poetry format – 3 to 4 min.; review of analysis, expanding points/ideas, and support of points/ideas for a poetry response using handout already given, and review of use of adhesive notes – 7 to 8 min. (steps 27 – 29 of procedure); students/participants read poem and collect information for poetry response, then begin rough copy of response (P2WO) – 45 min. (steps 30 – 31 of procedure) (all work is collected by teacher to ensure in-class work)

Day 27: Several students worked on their rough copies (P2WO) and started to edit their rough copies on their own. I stopped the class after about 20 minutes and reminded them to edit their work and refer to their matters of correctness information sheet. Several students asked again how many more they had to write. Many of the students were almost finished their good copy by the end of the period. A few of my struggling readers/writers needed more time, and I gave them an extra hour during their pullout time to complete their good copy. I also arranged for any of my, non-pullout writers only, students to join that group. I noticed that very few students used adhesive notes for their ideas for the poems. Some wrote on the page, and some just wrote without planning. All work was collected at the end of each class.

Day 25: students/participants continue to edit rough copy of poetry response (P2WO) and complete good copy and pass it in (steps 31 – 32 of procedure)

Day 28: I reviewed the use of the graphic organizer, writing directly from it, reviewed each of the areas of analysis, talked about adding three more points for each area on the second sheet, talked about quoting to support their main point and writing a connection for each area, and only to use the best connections in their responses. This review was done by referring to each section of the information sheet handout. I then passed out the second poem again, passed out the good copy of their first response (P2WO), done without a graphic organizer for this second poem, so they could complete their graphic organizers, and students began to complete a graphic organizer for this second poem. They all handed in the good copy of their poetry response (P2WO) before the end of the class. Students were much faster at completing the graphic organizer and supporting ideas sheet, but many commented that the underlying meaning and surface meaning needed to be one area for analysis, as they had struggled to come up with a main idea and then three additional ideas for each of these two areas of analysis, for the first and second poems.

I reviewed the format for a Poetry response. Many began writing their rough copies (P2Wnc), however, most of my struggling readers/writers group only completed the graphic organizer by the end of the class. They all came back at lunch for 20 min., and some were able to come back during an elective to work on completing their writing since school was coming to an end, and their work was complete in some of their elective areas. I also used a prep period to pull students from areas that they could be pulled from to give them enough time to work on their rough copies (P2Wnc). I reviewed the format for a Poetry response in these small class sessions.

I completed a partial assessment for the poetry response (P2WO).

Day 26: review done by teacher of how to use poetry response graphic organizers and how to write directly from it – 3 min. Students/participants complete poetry response graphic organizers and begin to work on rough copy of response (P2Wnc) – 57 min. (all work is collected by teacher to ensure in-class work) (steps 33 – 34 of procedure)

Day 29: Students worked on the rough copies of their response for the second poem (P2Wnc- using a graphic organizer without a checklist). I reminded students to use their matters of correctness sheet and edit their work. Most students completed their rough

copies and started to write their good copy. Several students returned at lunch for extra time to write. My struggling readers/writers and non-pullout students received an extra hour for writing during class time with another class.

Day 27: students/participants complete their rough edited copy and begin writing a good copy of their poetry response (P2Wnc) from their graphic organizers - 60 min.

Day 30: Students continued to work on their good copy (P2Wnc). Students were reminded to use their matters of correctness sheet and edit their work. I had to have students read while others caught up to be able to pass out the editing checklist without influencing others who were working on editing without a checklist. All students completed their good copy by the end of the extra 20 minute lunch time, except one student who left for the rest of the school year. This was the second of my original twelve to leave the program. I started with twelve hoping to have at least ten that I could assess.

Day 28: students/participants complete and use a checklist to edit their (photocopy- changed to good copy only used) photocopy of their good copy (P2Wnc) using a checklist and pass both in (P2Wc - with a checklist) – 40 min. *participants view personal results privately, before completing questionnaire

Day 29: Students and participants complete the Questionnaire. –10 to 20 min.

Day 31: Students were given their originals back, the proofreading/editing checklist, and asked to use red pen to edit their good copy. I reviewed the use of the checklist and told them to go over each part of the information sheet on matters of correctness looking for one matter of correctness at a time. All students passed in their edited good copy (P2Wc). I completed a total assessment before the use of a checklist (areas of analysis, of ideas under each area of analysis, of supported ideas/points, and of matters of correctness) (P2Wnc), then a limited assessment (matters of correctness - with a checklist) (P2Wc). This was the last day of school, it was hot and students wanted to be done. I had all of my participants in this study return during different times of the day to view the results of their responses then complete the questionnaire. I read it to them and checked it off according to what each student said. I explained that they needed to indicate what worked best for them and what they would use next year or not use. I explained that there were no right or wrong answers, and no answers that I would in any way prefer over others. They assured me that their answers would be how they felt. I asked the students the questions because I had tried the questionnaire out on a student not in the study, and they had asked several clarification questions, so I felt the answers would be more accurate if I was able to answer their questions one-to-one.

I completed the tally sheets for the Questionnaires.

Original Steps for Procedure

First Book Response:

1. All students/participants completed a pretest of matters of correctness.
2. Students/participants pass in pretest for assessment of knowledge base of matters of correctness.
3. Explicit teaching is done by the ELA teacher of proper use of commas, capital letters, proper end punctuation, and quotation marks through mini lessons and student/participant completion of worksheets, in class and at home, for each item of matters of correctness. A handout is given to students/participants on proper usage rules with examples, which includes each item of matters of correctness.
4. All students/participants complete a posttest of matters of correctness.
5. Students/participants pass in posttest for an assessment to be done by the ELA teacher of participant's knowledge base of matters of correctness usage.
6. A review is done by the ELA teacher, through a mini lesson, of elements for format of a book response: introduction, conclusion, paragraphing. (format not being assessed)
7. Explicit instruction is given by the ELA teacher, through a mini lesson, using a handout, on areas for analysis, expanding points/ideas, and support of points/ideas for a book response, which is given to students/participants for reference purposes when writing their first response. As well, oral instructions are given by the ELA teacher on the use of adhesive notes for gathering information.
8. Students/participants read the novel *Hatchet*, both in class and at home, and use adhesive notes or make their own notes when gathering the necessary information to complete their book response, while referring to their handout, given out in step 7 mentioned above.
9. All students/participants complete a rough copy of their book response, edit their rough copy, then write a good copy, during class time only, – referring to their handout on analysis. Note: all work is collected by the ELA teacher at the end of each class.
10. A good copy of their book response is passed in - a partial assessment of participant's work is done by the ELA teacher. (areas of analysis, ideas under each area of analysis, supported ideas/points)

Graphic Organizer use for Book Response:

11. Explicit teaching is done by the ELA teacher, through a mini lesson, on how to use the Book Response graphic organizer for areas of analysis, expanding ideas/points, support of points/ideas, and how to write directly from the organizer.
12. Students/participants complete the graphic organizers, then write a rough copy of their Book Response directly from their graphic organizer, edit their rough copies and, write a good copy, during class time only. Note: all work is collected by the ELA teacher at the end of each class.
13. Students/participants pass in the good copy of their book response - a total assessment of the participant's work is done by the ELA teacher. (areas of analysis, ideas under each area of analysis, supported ideas/points, matters of correctness) Graphic organizers are also collected.

Checklist use for Book Response:

14. The ELA teacher photocopies each participant's good copy (written with a graphic organizer) and gives the photocopy of the participant's book response and the originals of the students' book responses back to them, along with a checklist. The teacher explains checklist use. Each student/participant is to use and complete the checklist for proofreading/editing the photocopy, for participants and the originals for students, for matters of correctness using a

colored pencil, during class time only. Note: all work is collected by the ELA teacher at the end of each class.

15. Edited copies of book responses are passed in - a limited assessment of participant's work is done by the ELA teacher. Checklists are also collected.

1st Poem – Poetry Response:

16. A review is done by the ELA teacher of format for poetry responses: introductions, conclusion, and paragraphing (format is not being assessed)

17. A review is done by the ELA teacher, through a short mini lesson, using the handout (given to students/participants earlier for their book responses) regarding matters of correctness usage.

18. Explicit teaching is done by the ELA teacher, through mini lessons, on areas for analysis, expanding points/ideas, and support of points/ideas for a poetry response, using a handout that covers all of these items, and which is given to students/participants for reference purposes when writing their first poetry response. As well, a review of the use of adhesive notes is done by the ELA teacher.

19. Students/participants are given the poem "Clothes" to read, unknown author.

(previously used by the Nova Scotia Department of Education for poetry assessment)

20. Students/participants write a rough copy of their first poetry response, edit their rough copy then, do a good copy, during class time only, while referring to their poetry response handout regarding analysis. Note: all work is collected by the ELA teacher at the end of each class.

21. Students/participants pass in the good copy of their first poetry response - a partial assessment of participant's work is done by the ELA teacher.

1st Poem – Graphic Organizer use for Poetry Response:

22. Explicit teaching is done by the ELA teacher, through a mini lesson, on how to use the Poetry Response graphic organizer for areas of analysis, expanding points/ideas, support of points/ideas, and how to write directly from the organizer.

23. Students/participants complete the graphic organizers, then write a rough copy, edit their rough copy, and write a good copy of their poetry response, during class time only, written with the use of the poetry graphic organizer. Note: all work is collected by the ELA teacher at the end of each class.

24. Students/participants pass in their good copy of their poetry response - a total assessment of participant's work is done by the ELA teacher. Graphic organizers are also collected.

1st Poem – Checklist use for Poetry Response:

25. The ELA teacher photocopies each participant's good copy (written with a graphic organizer) and gives the photocopy of the participant's poetry response and the originals of the students' work to them, along with a checklist. The teacher reviews checklist use. Each student/participant is to use and complete the checklist for proofreading/editing the photocopy for matters of correctness, during class time only, using a colored pencil. Note: all work is collected by the ELA teacher at the end of each class.

26. Students/participants pass in edited copies of their poetry response - a limited assessment of participant's work is done by the ELA teacher. Checklists are also collected.

2nd Poem – Poetry Response:

27. A review is done by the ELA teacher, through a short mini lesson, of proper use of matters of correctness using the handout students already have.

28. A review is done by the ELA teacher, through a short mini lesson, of the format for a poetry response: introductions, conclusions, and paragraphing (note - format not being assessed)

29. A review is done by the ELA teacher, through a short mini lesson, on areas for analysis, expanding points/ideas, and support of points/ideas for a poetry response, using the poetry analysis handout, already given to students/participants. As well, a review of the use of adhesive notes is done by the ELA teacher.

30. Students/participants are given the poem “When Black And White See Eye to Eye” to read, by Maxine Tynes. (used by the Nova Scotia Department of Education for poetry assessment)

31. Students/participants write a rough copy, edit their rough copy then, write a good copy, during class time only, using their analysis handout for their second poem. Note: all work is collected by the ELA teacher at the end of each class.

32. Students/participants pass in a good copy - a partial assessment of participant’s work is done by the ELA teacher.

2nd Poem – Graphic Organizer use for Poetry Response:

33. A review is done by ELA teacher, through a short mini lesson, on how to use the Poetry Response graphic organizer for areas of analysis, expanding points/ideas, support of points/ideas, and how to write directly from the organizer.

34. Students/participants complete the graphic organizers, then write a rough copy of their poetry response, edit their rough copy, and write a good copy, during class time only, from the use of a graphic organizer. Note: all work is collected by the ELA teacher at the end of each class.

35. Students/participants pass in their good copy - a total assessment of participant’s work is done by the ELA teacher. Graphic organizers are also collected.

2nd Poem – Checklist use for Poetry Response

36. The ELA teacher photocopies each participant’s good copy (written with a graphic organizer) and gives the photocopy of the participant’s poetry response and the originals of the students’ work to them, along with a checklist. The teacher does a quick review of checklist use. Each student/participant is to use and complete the checklist for proofreading/editing, the photocopy for participants and originals for students, for matters of correctness, during class time only, using a colored pencil. Note: all work is collected by the ELA teacher at the end of each class.

37. Students/participants pass in their edited copy - a limited assessment of participant’s work is done by the ELA teacher. Checklists are also collected.

38. Participants privately view their personal results (tally sheets) for matters of correctness, areas of analysis, expanding ideas, and support of points for book and poetry responses.

Questionnaire:

39. Students/participants complete the questionnaire regarding instrument usage, and pass them in for analysis - participant’s work analyzed by the ELA teacher.

Formative Experiment

Appendix R

Elaine Price

Tally sheet Questionnaire participant number: _____

Book Response	B1	B2	B3	B4	B6	B7	B5	B8	B9	B10	B11	B12
yes (no factor - inhibits use)							yes (factor - inhibits use)	a) (factor - inhibits use)				
no (factor)							no (no factor)	b) (factor - inhibits use)				
								c) (no factor - inhibits use)				
totals - no factors							totals - no factors	totals - no factors				
totals - factors							totals - factors	totals - factors				
Poetry Response	P1	P2	P3	P4	P6	P7	P5	P8	P9	P10	P11	P12
yes (no factor - inhibits use)							yes (factor - inhibits use)	a) (factor - inhibits use)				
no (factor)							no (no factor)	b) (factor - inhibits use)				
								c) (no factor - inhibits use)				
totals - no factors							totals - no factors	totals - no factors				
totals - factors							totals - factors	totals - factors				

Formative Experiment

Appendix S

Elaine Price

Pre/Post Matters of Correctness and % - knowledge base

Pre/Post	MOC		Capital	Letters			DiffCorrect	Diffwrong	Diffnet	Score
	correctPre	wrongPre	netPre	correctPo	wrongPo	netPo				
	33	9	24	32	4	28	-1	-5	4	78%
	34	3	31	33	3	30	-1	0	-1	83%
	35	2	33	36	2	34	1	0	1	94%
	25	11	14	26	10	16	1	-1	2	44%
	23	10	13	34	2	32	11	-8	19	89%
	35	6	29	34	3	31	-1	-3	2	86%
	31	8	23	35	6	29	4	-2	6	81%
	23	14	9	28	9	19	5	-5	10	53%
	22	13	9	24	4	20	2	-9	11	56%
	27	11	16	32	2	30	5	-9	14	83%

Pre/Post	MOC		Commas				DiffCorrect	Diffwrong	Diffnet	Score
	correctPre	wrongPre	netPre	correctPo	wrongPo	netPo				
	15	9	6	14	12	2	-1	3	-4	8%
	11	14	-3	16	8	8	5	-6	11	33%
	13	13	0	19	8	11	6	-5	11	46%
	10	20	-10	16	10	6	6	-10	16	25%
	11	14	-3	15	11	4	4	-3	7	17%
	16	8	8	19	4	15	3	-4	7	63%
	4	21	-17	8	18	-10	4	-3	7	-42%
	16	13	3	7	17	-10	-9	4	-13	-42%
	8	21	-13	13	18	-5	5	-3	8	-21%
	5	22	-17	11	18	-7	6	-4	10	-29%

Pre/Post	MOC		Quot.	Marks			DiffCorrect	Diffwrong	Diffnet	Score
	correctPre	wrongPre	netPre	correctPo	wrongPo	netPo				
	0	4	-4	8	0	8	8	-4	12	100%
	8	0	8	8	0	8	0	0	0	100%
	8	0	8	8	0	8	0	0	0	100%
	0	8	-8	4	4	0	4	-4	8	0%
	8	0	8	8	0	8	0	0	0	100%
	8	4	4	4	4	0	-4	0	-4	0%
	0	8	-8	2	6	-4	2	-2	4	-50%
	0	8	-8	0	12	-12	0	4	-4	-150%
	0	8	-8	2	8	-6	2	0	2	-75%
	0	8	-8	6	2	4	6	-6	12	50%

Number of capital letters, commas, quotation marks, end punctuation, totals pretest and post test correctly/wrongly used, net pre/post, and difference correct/wrong/difference net, score= net post test in %

Formative Experiment

Appendix S

Elaine Price

Pre/Post Matters of Correctness and % - knowledge base

Pre/Post	MOC	End	Punct.							
correctPre	wrongPre	netPre	correctPo	wrongPo	netPo	DiffCorrect	Diffwrong	Diffnet	Score	
13	0	13	12	1	11	-1	1	-2	85%	
10	3	7	13	0	13	3	-3	6	100%	
12	1	11	11	2	9	-1	1	-2	69%	
10	3	7	11	2	9	1	-1	2	69%	
10	3	7	10	3	7	0	0	0	54%	
12	1	11	13	0	13	1	-1	2	100%	
10	3	7	9	4	5	-1	1	-2	38%	
13	1	12	10	3	7	-3	2	-5	54%	
6	7	-1	7	6	1	1	-1	2	8%	
8	5	3	11	3	8	3	-2	5	62%	

Pre/Post	MOC	Totals								
correctPre	wrongPre	netPre	correctPo	wrongPo	netPo	DiffCorrect	Diffwrong	Diffnet	Score	
61	22	39	66	17	49	5	-5	10	60%	
62	19	43	69	11	58	7	-8	15	72%	
68	16	52	74	12	62	6	-4	10	77%	
45	42	3	57	26	31	12	-16	28	38%	
52	27	25	67	16	51	15	-11	26	63%	
71	19	52	70	11	59	-1	-8	7	73%	
45	40	5	54	34	20	9	-6	15	25%	
52	36	16	45	41	4	-7	5	-12	5%	
36	49	-13	46	36	10	10	-13	23	12%	
40	46	-6	60	25	35	20	-21	41	43%	

Number of capital letters, commas, quotation marks, end punctuation, totals pretest and post test correctly/wrongly used, net pre/post, and difference correct/wrong/difference net, score= net post test in %

Formative Experiment

Appendix T1

Elaine Price

Bk P1 P2 W WO Gr. Org. AofA Ex Id Supp. Pts.									
BkAofAWO	BkAofAW	BkAofAdiff	BkExIdWO	BkExIdW	BkExIddiff	BkSof PtWO	BkSof PtW		
3	5	2	21	28	7	8	7		
5	9	4	10	18	8	0	3		
4	3	-1	11	23	12	4	4		
2	11	9	16	26	10	5	12		
5	9	4	12	29	17	6	11		
5	12	7	6	9	3	12	30		
5	10	5	12	16	4	3	6		
8	6	-2	13	17	4	5	6		
5	12	7	8	15	7	7	8		
6	11	5	18	26	8	2	13		
	TOTALS	TOTALS							
BkSofPtW	BkWO	BkW	P1AofAWO	P1AofAW	P1AofAdiff	P1ExIdWO	P1ExIdW		
-1	32	40	5	7	2	33	33		
3	15	30	6	6	0	18	23		
0	19	30	2	8	6	4	4		
7	23	49	7	9	2	19	30		
5	23	49	9	7	-2	39	25		
18	23	51	5	10	5	20	28		
3	20	32	1	6	5	11	20		
1	26	29	5	4	-1	10	25		
1	20	35	10	8	-2	36	40		
11	26	50	8	13	5	26	59		
P1ExIddiff	P1Sof PtWO	P1SofPtW	P1SofPtW	TOTALS P1WO	TOTALS P1W	P2AofAWO	P2AofAW	P2AofAdiff	
0	10	12	2	48	52	9	11	2	
5	3	5	2	27	34	27	29	2	
0	22	30	8	28	42	3	5	2	
11	3	8	5	29	47	25	28	3	
-14	7	10	3	55	42	7	7	0	
8	3	14	11	28	52	9	14	5	
9	9	9	0	21	35	6	7	1	
15	3	15	12	18	44	4	6	2	
4	0	9	9	46	57	8	8	0	
33	5	16	11	39	88	4	8	4	
P2 ExId WO	P2 ExId W	P2 ExId diff	P2 S of PtWO	P2 SofPt W	P2 SofPt diff	TOTALS P2 WO	TOTALS P2 W		
32	52	20	13	18	5	54	81		
2	5	3	6	10	4	35	44		
24	35	11	3	11	8	30	51		
25	31	6	8	13	5	58	72		
22	39	17	6	15	9	35	61		
37	56	19	5	21	16	51	91		
24	45	21	6	9	3	36	61		
18	25	7	4	12	8	26	43		
25	31	6	13	23	10	46	62		
29	41	12	11	17	6	44	66		

Number of criteria items stated and difference without and with a graphic organizer used for Book, Poetry 1, Poetry 2, responses

Formative Experiment

Appendix T2

Elaine Price

Totals BkP1P2 AofA Exp Id Supp of Pts – positive

BAofA t	BExId t	BSofPt t	TOTALSBk	P1AofA t	P1ExId t	P1SofPt t	TOTALSP1
2	7	-1	8	2	0	2	4
4	8	3	15	0	5	2	7
-1	12	0	11	6	0	8	14
9	10	7	26	2	11	5	18
4	17	5	26	-2	-14	3	-13
7	3	18	28	5	8	11	24
5	4	3	12	5	9	0	14
-2	4	1	3	-1	15	12	26
7	7	1	15	-2	4	9	11
5	8	11	24	5	33	11	49
P2AofA t	P2ExId t	P2SofPt t	TOTALSP2				
2	20	5	27				
2	3	4	9				
2	11	8	21				
3	7	5	15				
0	17	9	26				
5	19	16	40				
1	21	3	25				
2	7	8	17				
0	6	10	16				
4	12	6	22				
Diff P1 B AofA t	Diff P1 B ExId t	Diff P1 B SofPt t	Diff P1 B TOT	Diff P2 B AofA t	Diff P2 B ExId t		
0	-7	3	-4	0	13		
-4	-3	-1	-8	-2	-5		
7	-12	8	3	3	-1		
-7	1	-2	-8	-6	-3		
-6	-31	-2	-39	-4	0		
-2	5	-7	-4	-2	16		
0	5	-3	2	-4	17		
1	11	11	23	4	3		
-9	-3	8	-4	-7	-1		
0	25	0	25	-1	4		
Diff P2 B SofPt t	Diff P2 Bk TOT	Diff P2P1AofA t	Diff P2P1ExId t	Diff P2P1SofPt t	Diff P2P1 TOT		
6	19	0	20	3	23		
1	-6	2	-2	2	2		
8	10	-4	11	0	7		
-2	-11	1	-4	0	-3		
4	0	2	31	6	39		
-2	12	0	11	5	16		
0	13	-4	12	3	11		
7	14	3	-8	-4	-9		
9	1	2	2	1	5		
-5	-2	-1	-21	-5	-27		

Totals of difference of criteria items stated with a graphic organizer compared to without

Matters of Correctness scores in percentages for Book Response

Book -	Capital	Letters						
correct WO	Wrong WO	netWO	correctW	wrongW	netW	Diff Correct	Diff wrong	Diffnet
98.46	1.54	96.92	98.46	1.54	96.92	0	0	0
95.74	4.26	91.48	100	0	100	4.26	-4.26	8.52
86.75	13.25	73.5	93.98	6.02	87.96	7.23	-7.23	14.46
59.21	40.79	18.42	78.95	21.05	57.9	19.74	-19.74	39.48
83.95	16.05	67.9	90.12	9.88	80.24	6.17	-6.17	12.34
92.92	7.08	85.84	92.92	7.08	85.84	0	0	0
82.72	17.28	65.44	83.95	16.05	67.9	1.23	-1.23	2.46
48.94	51.06	-2.12	78.72	21.28	57.44	29.78	-29.78	59.56
63.64	36.36	27.28	65.15	34.85	30.3	1.51	-1.51	3.02
82.43	17.57	64.86	82.43	17.57	64.86	0	0	0

Book -	Commas							
correct WO	wrongWO	netWO	correctW	wrongW	netW	Diff Correct	Diff wrong	Diffnet
70.58	29.42	41.16	70.58	29.42	41.16	0	0	0
34.62	65.38	-30.76	38.46	61.54	-23.08	3.84	-3.84	7.68
37.84	62.16	-24.32	37.84	62.16	-24.32	0	0	0
70.27	29.73	40.54	72.97	27.03	45.94	2.7	-2.7	5.4
78.72	21.28	57.44	82.97	17.03	65.94	4.25	-4.25	8.5
45.28	54.72	-9.44	45.28	54.72	-9.44	0	0	0
32.14	67.86	-35.72	32.14	67.86	-35.72	0	0	0
0	100	-100	5.88	94.12	-88.24	5.88	-5.88	11.76
18.92	81.08	-62.16	16.22	83.78	-67.56	-2.7	2.7	-5.4
50	50	0	50	50	0	0	0	0

Book -	Quotation	Marks						
correct WO	wrongWO	netWO	correctW	wrongW	netW	Diff Correct	Diff wrong	Diffnet
93.75	6.25	87.5	93.75	6.25	87.5	0	0	0
100	0	100	100	0	100	0	0	0
53.85	46.15	7.7	53.85	46.15	7.7	0	0	0
55	45	10	70	30	40	15	-15	30
87.5	12.5	75	87.5	12.5	75	0	0	0
100	0	100	100	0	100	0	0	0
100	0	100	93.33	6.67	86.66	-6.67	6.67	-13.34
0	100	-100	68.75	31.25	37.5	68.75	-68.75	137.5
100	0	100	100	0	100	0	0	0
75	25	50	75	25	50	0	0	0

percentages correct, wrong, net, net differences correct and wrong without and with a checklist

Formative Experiment

Appendix U

Elaine Price

Matters of Correctness scores in percentages for Book Response

Book -	End	Punct.				Diff	Diff	
correct	wrong	net	correct	wrong	net	Correct	wrong	Diffnet
WO	WO	WO	W	W	W			
100	0	100	100	0	100	0	0	0
85.19	14.81	70.38	81.48	18.52	62.96	-3.71	3.71	-7.42
79.55	20.45	59.1	86.36	13.64	72.72	6.81	-6.81	13.62
74.36	25.64	48.72	82.05	17.95	64.1	7.69	-7.69	15.38
95.12	48.88	46.24	97.56	2.44	95.12	2.44	-46.44	48.88
93.88	6.12	87.76	93.88	6.12	87.76	0	0	0
95.45	4.55	90.9	97.73	2.27	95.46	2.28	-2.28	4.56
11.11	88.89	-77.78	66.67	33.33	33.34	55.56	-55.56	111.12
71.05	28.95	42.1	71.05	28.95	42.1	0	0	0
91.18	8.82	82.36	91.18	8.82	82.36	0	0	0

Book -	Totals	MOC				Diff	Diff	
correct	wrong	net	correct	wrong	net	Correct	wrong	Diffnet
WO	WO	WO	W	W	W			
91.89	8.11	83.78	91.89	8.11	83.78	0	0	0
79.1	20.9	58.2	80.91	19.09	61.82	1.81	-1.81	3.62
72.32	27.68	44.64	77.4	22.6	54.8	5.08	-5.08	10.16
64.53	35.47	29.06	77.33	22.67	54.66	12.8	-12.8	25.6
85.4	14.6	70.8	89.73	10.27	79.46	4.33	-4.33	8.66
82.06	17.94	64.12	82.06	17.94	64.12	0	0	0
79.17	20.83	58.34	79.76	20.24	59.52	0.59	-0.59	1.18
24.3	75.7	-51.4	62.62	37.38	25.24	38.32	-38.32	76.64
58.06	41.94	16.12	58.06	41.94	16.12	0	0	0
77.86	22.14	55.72	77.86	22.14	55.72	0	0	0

percentages correct, wrong, net, net differences correct and wrong without and with a checklist

Formative Experiment

Appendix V

Elaine Price

Matters of Correctness scores in percentages Poetry 1 Response

Poetry 1 - correctWO	Capital wrongWO	Letters netWO	correctW	wrongW	netW	DiffCorrect	Diffwrong	Diffnet
89.83	10.17	79.66	93.22	6.78	86.44	3.39	-3.39	6.78
80.95	19.05	61.9	90.48	9.52	80.96	9.53	-9.53	19.06
88.37	11.63	76.74	88.37	11.63	76.74	0	0	0
71.74	28.26	43.48	82.6	17.4	65.2	10.86	-10.86	21.72
84.44	15.56	68.88	91.11	8.89	82.22	6.67	-6.67	13.34
93.22	6.78	86.44	93.22	6.78	86.44	0	0	0
87.5	12.5	75	95	5	90	7.5	-7.5	15
67.35	32.65	34.7	73.47	26.53	46.94	6.12	-6.12	12.24
52.17	47.83	4.34	63.04	36.96	26.08	10.87	-10.87	21.74
69.14	30.86	38.28	79.01	20.99	58.02	9.87	-9.87	19.74

Poetry 1 - correctWO	Commas wrongWO	netWO	correctW	wrongW	netW	DiffCorrect	Diffwrong	Diffnet
81.82	18.18	63.64	84.09	15.91	68.18	2.27	-2.27	4.54
46.15	53.85	-7.7	53.85	46.15	7.7	7.7	-7.7	15.4
45.83	54.17	-8.34	50	50	0	4.17	-4.17	8.34
65.22	34.78	30.44	69.57	30.43	39.14	4.35	-4.35	8.7
76.19	23.81	52.38	90.48	9.52	80.96	14.29	-14.29	28.58
87.8	12.2	75.6	95.12	4.88	90.24	7.32	-7.32	14.64
20	80	-60	20	80	-60	0	0	0
15	85	-70	30	70	-40	15	-15	30
0	100	-100	15.62	84.38	-68.76	15.62	-15.62	31.24
61.36	38.64	22.72	61.36	38.64	22.72	0	0	0

Poetry 1 - correctWO	Quot. wrongWO	Marks netWO	correctW	wrongW	netW	DiffCorrect	Diffwrong	Diffnet
100	0	100	100	0	100	0	0	0
100	0	100	100	0	100	0	0	0
100	0	100	100	0	100	0	0	0
93.75	6.25	87.5	93.75	6.25	87.5	0	0	0
85.71	14.29	71.42	100	0	100	14.29	-14.29	28.58
100	0	100	100	0	100	0	0	0
90.91	9.09	81.82	90.91	9.09	81.82	0	0	0
60	40	20	73.33	26.67	46.66	13.33	-13.33	26.66
63.64	36.36	27.28	63.64	36.36	27.28	0	0	0
65.22	34.78	30.44	65.22	34.78	30.44	0	0	0

percentages correct, wrong, net, net differences correct and wrong without and with a checklist

Formative Experiment

Appendix V

Elaine Price

Matters of Correctness scores in percentages Poetry 1 Response

Poetry 1 - correctWO	End wrongWO	Punctuation netWO	correctW	wrongW	netW	DiffCorrect	Diffwrong	Diffnet
92.5	7.5	85	95	5	90	2.5	-2.5	5
68.75	31.25	37.5	81.25	18.75	62.5	12.5	-12.5	25
96.43	3.57	92.86	100	0	100	3.57	-3.57	7.14
84.62	15.38	69.24	88.46	11.54	76.92	3.84	-3.84	7.68
80	20	60	84	16	68	4	-4	8
100	0	100	100	0	100	0	0	0
75.86	24.14	51.72	93.1	6.9	86.2	17.24	-17.24	34.48
44.83	55.17	-10.34	75.86	24.14	51.72	31.03	-31.03	62.06
36.36	63.64	-27.28	51.52	48.48	3.04	15.16	-15.16	30.32
78.95	21.05	57.9	82.46	17.54	64.92	3.51	-3.51	7.02

Poetry 1 - correctWO	Totals wrongWO	MOC netWO	correctW	wrongW	netW	DiffCorrect	Diffwrong	Diffnet
89.7	10.3	79.4	92.12	7.88	84.24	2.42	-2.42	4.84
71.43	28.57	42.86	80.36	19.64	60.72	8.93	-8.93	17.86
81.55	18.45	63.1	83.5	16.5	67	1.95	-1.95	3.9
76.58	23.42	53.16	82.88	17.12	65.76	6.3	-6.3	12.6
81.9	18.1	63.8	90.48	9.52	80.96	8.58	-8.58	17.16
94.23	5.77	88.46	96.15	3.85	92.3	1.92	-1.92	3.84
75.47	24.53	50.94	83.02	16.98	66.04	7.55	-7.55	15.1
52.34	47.66	4.68	67.19	32.81	34.38	14.85	-14.85	29.7
37.59	62.41	-24.82	48.87	51.13	-2.26	11.28	-11.28	22.56
69.76	30.24	39.52	74.63	25.37	49.26	4.87	-4.87	9.74

percentages correct, wrong, net, net differences correct and wrong without and with a checklist

Matters of Correctness scores in percentages Poetry 2 Response

Poetry 2 -	Capital	Letters							
correctWO	wrongWO	netWO	correctW	wrongW	netW	DiffCorrect	Diffwrong	Diffnet	
89.31	10.69	78.62	91.6	8.4	83.2	2.29	-2.29	4.58	
96.08	3.92	92.16	96.07	3.93	92.14	-0.01	0.01	-0.02	
81.67	18.33	63.34	81.67	18.33	63.34	0	0	0	
64.62	35.38	29.24	69.23	30.77	38.46	4.61	-4.61	9.22	
80.25	19.75	60.5	80.25	19.75	60.5	0	0	0	
91.3	8.7	82.6	94.2	5.8	88.4	2.9	-2.9	5.8	
57.78	42.22	15.56	58.89	41.11	17.78	1.11	-1.11	2.22	
45	55	-10	51.67	48.33	3.34	6.67	-6.67	13.34	
41.67	58.33	-16.66	41.67	58.33	-16.66	0	0	0	
76.25	23.75	52.5	76.25	23.75	52.5	0	0	0	

Poetry 2 -	Commas								
correctWO	wrongWO	netWO	correctW	wrongW	netW	DiffCorrect	Diffwrong	Diffnet	
59.68	40.32	19.36	62.9	37.1	25.8	3.22	-3.22	6.44	
52	48	4	52	48	4	0	0	0	
44.19	55.81	-11.62	44.19	55.81	-11.62	0	0	0	
51.72	48.28	3.44	51.72	48.28	3.44	0	0	0	
49.15	50.85	-1.7	44.07	55.93	-11.86	-5.08	5.08	-10.16	
82.81	17.19	65.62	84.38	15.62	68.76	1.57	-1.57	3.14	
24.24	75.76	-51.52	51.52	48.48	3.04	27.28	-27.28	54.56	
3.85	96.15	-92.3	3.85	96.15	-92.3	0	0	0	
6.12	93.88	-87.76	14.29	85.75	-71.46	8.17	-8.13	16.3	
35.14	64.86	-29.72	35.14	64.86	-29.72	0	0	0	

Poetry 2 -	Quot.	Marks							
correctWO	wrongWO	netWO	correctW	wrongW	netW	DiffCorrect	Diffwrong	Diffnet	
94.11	5.89	88.22	97.05	2.95	94.1	2.94	-2.94	5.88	
100	0	100	100	0	100	0	0	0	
90	10	80	90	10	80	0	0	0	
94.44	5.56	88.88	94.44	5.56	88.88	0	0	0	
78.57	21.43	57.14	85.71	14.29	71.42	7.14	-7.14	14.28	
97.62	2.38	95.24	97.62	2.38	95.24	0	0	0	
72.22	27.78	44.44	94.44	5.56	88.88	22.22	-22.22	44.44	
51.85	48.15	3.7	66.67	33.33	33.34	14.82	-14.82	29.64	
94.64	5.36	89.28	96.43	3.57	92.86	1.79	-1.79	3.58	
74.07	25.93	48.14	74.07	25.93	48.14	0	0	0	

percentages correct, wrong, net, net differences correct and wrong without and with a checklist

Formative Experiment

Appendix W

Elaine Price

Matters of Correctness scores in percentages Poetry 2 Response

Poetry 2 - correctWO	End wrongWO	Punctuation netWO	correctW	wrongW	netW	DiffCorrect	Diffwrong	Diffnet
97.44	2.56	94.88	100	0	100	2.56	-2.56	5.12
91.3	8.7	82.6	100	0	100	8.7	-8.7	17.4
65.96	34.04	31.92	65.96	34.04	31.92	0	0	0
80.77	19.23	61.54	84.62	15.38	69.24	3.85	-3.85	7.7
75	25	50	72.22	27.78	44.44	-2.78	2.78	-5.56
84.62	15.38	69.24	84.62	15.38	69.24	0	0	0
75.86	24.14	51.72	93.1	6.9	86.2	17.24	-17.24	34.48
59.26	40.74	18.52	59.26	40.74	18.52	0	0	0
16.13	83.87	-67.74	45.16	54.84	-9.68	29.03	-29.03	58.06
84.78	15.22	69.56	91.3	8.7	82.6	6.52	-6.52	13.04

Poetry 2 - correctWO	Totals wrongWO	MOC netWO	correctW	wrongW	netW	DiffCorrect	Diffwrong	Diffnet
84.96	15.04	69.92	87.59	12.41	75.18	2.63	-2.63	5.26
84.47	15.53	68.94	86.41	13.59	72.82	1.94	-1.94	3.88
72.17	27.83	44.34	72.17	27.83	44.34	0	0	0
68.84	31.16	37.68	71.74	28.26	43.48	2.9	-2.9	5.8
70.1	29.9	40.2	69.12	30.88	38.24	-0.98	0.98	-1.96
89.36	10.64	78.72	90.96	9.04	81.92	1.6	-1.6	3.2
55.88	44.12	11.76	67.06	32.94	34.12	11.18	-11.18	22.36
41.43	58.57	-17.14	47.14	52.86	-5.72	5.71	-5.71	11.42
43.44	56.56	-13.12	49.18	50.82	-1.64	5.74	-5.74	11.48
70	30	40	71.58	28.42	43.16	1.58	-1.58	3.16

percentages correct, wrong, net, net differences correct and wrong without and with a checklist

Totals Matters of Correctness, and participants showing a difference/no diff./diff. with checklist

brcorrWO	p1corrWO	p2corrWO	TotcorrWO	brwrngWO	p1wrngWO	p2wrngWO	TotwrngWO			
91.89	89.7	84.96	266.55	8.11	10.3	15.04	33.45			
79.1	71.43	84.47	235	20.9	28.57	15.53	65			
72.32	81.55	72.17	226.04	27.68	18.45	27.83	73.96			
64.53	76.58	68.84	209.95	35.47	23.42	31.16	90.05			
85.4	81.9	70.1	237.4	14.6	18.1	29.9	62.6			
82.06	94.23	89.36	265.65	17.94	5.77	10.64	34.35			
79.17	75.47	55.88	210.52	20.83	24.53	44.12	89.48			
24.3	52.34	41.43	118.07	75.7	47.66	58.57	181.93			
58.06	37.59	43.44	139.09	41.94	62.41	56.56	160.91			
77.86	69.76	70	217.62	22.14	30.24	30	82.38			
714.69	730.55	680.65	2125.89	285.31	269.45	319.35	874.11			
brcorrW	p1corrW	p2corrW	TotcorrW	brwrngW	p1wrngW	p2wrngW	TotwrngW			
91.89	92.12	87.59	271.6	8.11	7.88	12.41	28.4			
80.91	80.36	86.41	247.68	19.09	19.64	13.59	52.32			
77.4	83.5	72.17	233.07	22.6	16.5	27.83	66.93			
77.33	82.88	71.74	231.95	22.67	17.12	28.26	68.05			
89.73	90.48	69.12	249.33	10.27	9.52	30.88	50.67			
82.06	96.15	90.96	269.17	17.94	3.85	9.04	30.83			
79.76	83.02	67.06	229.84	20.24	16.98	32.94	70.16			
62.62	67.19	47.14	176.95	37.38	32.81	52.86	123.05			
58.06	48.87	49.18	156.11	41.94	51.13	50.82	143.89			
77.86	74.63	71.58	224.07	22.14	25.37	28.42	75.93			
777.62	799.2	712.95	2289.77	222.38	200.8	287.05	710.23			
Bkd/ndcapL	p1d/ndcapL	p2d/ndcapL	Bkd/ndcom	p1d/ndcom	p2d/ndcom	Bkd/ndqmk	p1d/ndqmk	p2d/ndqmk		
1	0	0	1	0	0	1	1	0		
0	0	0	0	0	1	1	1	1		
0	1	1	1	0	1	1	1	1		
0	0	0	0	0	1	0	1	1		
0	0	1	0	0	0	1	0	0		
1	1	0	1	0	0	1	1	1		
0	0	0	1	1	0	0	1	0		
0	0	0	0	0	1	0	0	0		
0	0	1	0	0	0	1	1	0		
1	0	1	1	1	1	1	1	1		
Bkd/ndendp	p1d/ndendp	p2d/ndendp	Tot nd bk	Tot nd p1	Totndp2	Tot d bk	Tot d p1	Tot d p2		
1	0	0	4	1	0	0	3	4		
0	0	0	1	1	2	3	3	2		
0	0	1	2	2	4	2	2	0		
0	0	0	0	1	2	4	3	2		
0	0	0	1	0	1	3	4	3		
1	1	1	4	3	2	0	1	2		
0	0	0	1	2	0	3	2	4		
0	0	1	0	0	2	4	4	2		
1	0	0	2	1	1	2	3	3		
1	0	0	4	2	3	0	2	1		

total correct/wrong/difference of matters of correctness with/without checklist for book and poetry responses, and number showing 1=no difference (nd) with/without checklist; 0=difference with; -0 neg. difference with checklist

Formative Experiment

Appendix Y1

Elaine Price

Environmental Factor/No Factors inhibiting graphic organizer use - Book Response

Book	no factor	factor	Qu.1-5	inhibiting	factors	chose=1	didn't	choose=0	
B1F	B1NF	B2F	B2NF	B3F	B3NF	B4F	B4NF	B5F	B5NF
1	0	0	1	0	1	0	1	0	1
0	1	0	1	0	1	0	1	1	0
1	0	0	1	1	0	0	1	1	0
0	1	0	1	0	1	0	1	0	1
0	1	0	1	1	0	0	1	0	1
0	1	0	1	0	1	0	1	0	1
1	0	0	1	1	0	0	1	0	1
1	0	0	1	1	0	0	1	0	1
0	1	0	1	0	1	0	1	0	1
0	1	0	1	0	1	0	1	1	0

Book	no factor	factor	Qu. 6-9				Environ.	factors	
B6F	B6NF	B7F	B7NF	Total F	Total NF	B8F	B8NF	B9F	B9NF
0	1	0	1	1	6	1	0	0	1
0	1	0	1	1	6	0	1	1	0
1	0	0	1	4	3	0	1	0	1
0	1	0	1	0	7	0	1	1	0
0	1	0	1	1	6	0	1	1	0
0	1	0	1	0	7	0	1	1	0
0	1	0	1	2	5	0	1	0	1
0	1	0	1	2	5	0	1	0	1
0	1	0	1	0	7	0	1	0	1
0	1	0	1	1	6	0	1	1	0

Environ. factors

Total Env.F	Total Env. NF
1	1
1	1
0	2
1	1
1	1
1	1
0	2
0	2
0	2
1	1

B=book, F=factor exists, NF=no factor exists, for inhibiting factors-graphic organizer use on questionnaire, questions 1-7, and environmental factors qu. 8, 9 chose = 1 didn't choose = 0

Formative Experiment

Appendix Y2

Elaine Price

Environmental Factor/No Factor Inhibiting graphic organizer use - Poetry Responses

Poetry - P1F	factor P1NF	no factor P2F	Qu. 1-5 P2NF	inhibiting P3F	factors P3NF	chose=1 P4F	didn't P4NF	choose=0 P5F	P5NF
1	0	0	1	0	1	0	1	0	1
0	1	0	1	0	1	0	1	0	1
0	1	0	1	0	1	0	1	1	0
0	1	0	1	0	1	1	0	0	1
1	0	0	1	1	0	0	1	0	1
0	1	0	1	0	1	0	1	0	1
1	0	0	1	1	0	0	1	0	1
0	1	0	1	0	1	0	1	0	1
0	1	0	1	1	0	0	1	0	1
0	1	0	1	0	1	0	1	0	1
0	1	0	1	0	1	0	1	1	0

Poetry - P6F	factor P6NF	no factor P7F	Qu. 6-9 P7NF	Total F	Total NF	P8F	Environ. P8NF	factors P9F	P9NF
0	1	0	1	1	6	1	0	0	1
0	1	0	1	0	7	0	1	1	0
0	1	0	1	1	6	1	0	0	1
0	1	0	1	1	6	0	1	1	0
0	1	0	1	2	5	0	1	1	0
0	1	0	1	0	7	0	1	0	1
0	1	0	1	2	5	1	0	1	0
0	1	0	1	0	7	1	0	0	1
0	1	1	0	2	5	1	0	0	1
0	1	0	1	1	6	0	1	1	0

Environ. factors

Total Total
Env. F Env. NF

1	1
1	1
1	1
1	1
1	1
0	2
2	0
1	1
1	1
1	1

B=book, F=factor exists, NF=no factor exists, for inhibiting factors-graphic organizer use on questionnaire questions 1-7, and environmental factors qu. 8, 9 chose = 1 didn't choose = 0

Formative Experiment

Appendix Z

Elaine Price

Notes, checklist, graphic organizer - prior use, preference, will use in future

Book	Qu. 8-9	prefer	notes/	gr.	will use	Poetry	Qu. 8-9	prefer=1	no=0	
Bk Qu8a pre notes	BkQu8b pre gr org	BkQu8c pre gr&ch	BkQu9a will notes	Org./ BkQu9b will gr org	BkQu9c will gr&ch	PQu8a pre notes	PQu8b pre gr org	PQu8c pre gr ch	PQu9a will notes	
0	1	0	0	1	0	0	1	0	0	
0	0	1	0	0	1	0	0	1	0	
0	0	1	0	1	0	0	1	0	0	
0	0	1	0	0	1	0	0	1	0	
0	0	1	0	0	1	0	0	1	0	
0	0	1	0	1	0	0	1	0	0	
0	0	1	0	1	0	0	1	0	0	
0	0	1	0	1	0	0	1	0	0	
0	0	1	0	1	0	0	1	0	0	
0	0	1	0	0	1	0	0	1	0	
Poetry PQu9bwill grorg	Qu.9 PQu9cwill grch	totals					prior Bk B10 prior y			response B10 prior n
1	0	Total8a	Total8b	Total8c	Total9a	Total9b	Total9c			
0	1	0	2	0	0	2	0	1	0	
1	0	0	0	2	0	0	2	0	1	
0	1	0	0	1	0	2	0	0	0	
0	1	0	0	2	0	0	2	1	0	
1	0	0	0	0	0	1	1	1	0	
0	1	0	1	1	0	1	1	1	0	
1	0	0	1	1	0	2	0	0	1	
1	0	0	1	1	0	2	0	1	0	
0	1	0	0	2	0	0	2	1	0	

Bk=book response, P=poetry response, Qu.=question, pre=prefer, will= will use in future, gr.org.=graphic organizer, notes=teacher info.sheet, ch=checklist, chose=1, didn't choose=0

notes, checklist, graphic organizer - prior use, preference, will use in future

prior gr.	org. use		B12 checklist	B12 check list n	prior poet.	response	prior gr.	for poetry	prior chec P12	klist use P12
B11 gr. org y	B11 gr.org n		y	list n	P10 prior y	P10 prior n	P11 gr.org y	P11 gr.org n	check list y	check list n
0	1		0	1	1	0	0	1	0	1
0	1		0	1	0	1	0	1	0	1
0	1		0	1	0	1	0	1	0	1
1	0		0	1	1	0	0	1	0	1
0	1		0	1	1	0	0	1	0	1
0	1		0	1	0	1	0	1	0	1
0	1		0	1	0	1	0	1	0	1
0	1		0	1	0	1	0	1	0	1
0	1		0	1	0	1	0	1	0	1
0	1		0	1	1	0	0	1	0	1
Total Bk	Poetry		gr. organ. TotalBk gr check n	checklist Total P gr check n						
TotalBkgr check y	TotalPgr check y									
0	0		2	2						
0	0		2	2						
0	0		2	2						
1	0		1	2						
0	0		2	2						
0	0		2	2						
0	0		2	2						
0	0		2	2						
0	0		2	2						
0	0		2	2						
0	0		2	2						

Bk=book response, P=poetry response, Qu.=question, pre=prefer, will= will use in future, gr.org.=graphic organizer, notes=teacher info.sheet, ch=checklist, chose=1, didn't choose=0