October 2012

Seeing Again: Revision in the Grade Three Classroom

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A thesis submitted in partial fulfillment of the requirements for the degree in Master of Education

SEEING AGAIN: REVISION IN THE GRADE THREE CLASSROOM

(Spine title: Seeing Again: Revision in the Grade Three Classroom)

(Thesis format: Monograph)

by

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A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Education

The School of Graduate and Postdoctoral Studies
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Seeing Again: Revision in the Grade Three Classroom

is accepted in partial fulfillment of the
requirements for the degree of
Master of Education

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Date

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Abstract

To gain some insight on the phenomenon of revision within the primary classroom my thesis research explored the place revision has within the grade three classroom from the perspectives of the teacher and the students. This case study design involves two grade three teachers and 12 third grade students. Three research strategies were employed throughout the duration of research: 1) semi-structured interviews with the teacher and five students to understand their interpretations and intentions of revision in general as well as revision within a particular writing activity; 2) classroom observations of writing instruction and writing activities following the process of one writing activity and; 3) analysis of students' writing across multiple drafts. Results indicate that although revision was understood and enacted differently between the two classrooms, a strong relationship existed between the teachers' understanding and enactment of revision and their students' understanding and interpretation of their teachers' beliefs of revision.

Keywords: revision, primary, writing, teaching methods, case study

Acknowledgments

I'd like to first and foremost thank Dr. Perry Klein for his continued support and mentorship throughout my time in the program. Without his guidance I would have been lost on this journey to completing my thesis. Additionally, thank you to Dr. Rosamund Stooke for her support and genuine kindness. To my other supporter, my dad Klaus, whose patience was second only to Dr. Klein's. Thank you for never missing an opportunity to tell me how proud you are of my accomplishments. Finally, this work is dedicated to my mom Judy who prepared me for this thesis long ago by helping me research for projects and practice class presentations throughout elementary school time and time again. Without her support during my childhood I wouldn't be the ambitious individual I am today.

Table of Contents

List of Tables

List of Appendices

Introduction

Over the past few decades research has expanded in the area of writing processes and writing pedagogy (Nystrand, 2006). These advances have encouraged more of a focus on the teaching of the writing process in which students learn to plan, draft, and revise their texts. More recently, a substantial amount of research has been dedicated to examining the revision practices of writers (Perez, 2001; Dix, 2006; Scheuer, de la Cruz, Pozo, Faustina Huarte, & Sola, 2006). Studies consistently find that experienced writers revise much differently than novice writers (Faigley & Witte, 1981; Sommers, 1980, Sommers & Saltz, 2004). Recently, researchers and the government have called for students to be taught revision, including meaning-level and structural revisions, in the primary grades (Cutler & Graham, 2008; Ontario Ministry of Education, 2006). However a limited amount of research currently exists on the revision practices of primary students. In addition, the expectation for primary students to demonstrate sophistication in their revision practices presents contradictions and raises critical questions. My research aims to address the following questions with respect to writing instruction in two grade three classrooms:

1. What are teachers' beliefs about revision in primary writing? How do they interpret policy about revision in writing? And how do they enact these beliefs and interpretations in the classroom?
2. What are students' understandings of revision in writing? How do they enact these in their writing? How do students interpret their teacher's instruction and feedback about revision?

What is Revision?

In a classic paper Fitzgerald (1987, p. 484) defines revision as:

> Making any changes at any point in the writing process. It involves identifying discrepancies between intended and instantiated text, deciding what could or should be changed, and operating, that is, making the desired changes. Changes may or may not affect meaning of the text, and they may be major or minor.

Faigley and Witte (1981) created a taxonomy of revision changes to use in their study which compared the revision practices of inexperienced and experienced writers. According to their taxonomy (see Table 1) there are two types of distinctions. Distinctions exist between revisions that affect the meaning of the text – referred to as text-based changes, and those that do not, referred to as surface changes. An example of a text-based change would be revising the sentence *The fox jumped* to *The fox scurried away from the farmer.* Whereas a surface change would be revising the sentence *The brown fox jumped fast* to *The brown fox jumped quickly*. Under surface changes are two subcategories: formal changes and meaning-preserving changes. Formal changes include changes made to spelling, tense, punctuation, and format. Meaning-preserving changes include word addition, deletion, and substitutions, as well as rearrangements and reordering. There are two levels under text-based changes which involve revising for meaning; microstructure and macrostructure. Microstructure text-based changes are meaning changes that do not affect the summary of the text. In contrast, a macrostructure revision (also referred to as a content based revision and a meaning-level revision) is a major revision that alters the summary of the text.

Table 1

Faigley and Witte's Taxonomy of Revision Changes

Surface changes		Text-based changes	
Formal changes	Meaning-preserving changes	Microstructure changes	Macrostructure changes
Spelling	Additions	Additions	Additions
Tense, Number and Modality	Deletions	Deletions	Deletions
Abbreviation	Substitutions	Substitutions	Substitutions
Punctuation	Permutations	Permutations	Permutations
Format	Distributions	Distributions	Distributions
	Consolidations	Consolidations	Consolidations

Revision involves the deletion, addition, substitution and reordering of words and phrases with the goal of improving the quality of the written text. This process is intertwined with the composing process and thus can happen at any time throughout writing. To revise effectively, writers must take into account their goals and plans for the text as a whole, and the writing that has already been completed.

Writing Defined within the Ontario Language Curriculum

Writing is defined within the overall expectations for grade three writers within the Ontario Language 1-8 Curriculum. The document states that by the end of Grade 3, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

> 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
> 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process (Ontario Ministry of Education, 2006, Overall Expectations, para. 1).

The document also states that grade three students should write texts in a variety of forms, vary sentence structure, and produce pieces of text that meet the "identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies" (Ontario Ministry of Education, 2006, Applying knowledge of language conventions and presenting written work effectively, para. 8).

The overall expectations for writing outlined within the Language Curriculum are consistent from grade one through to grade six where writers are expected to develop, write, and revise their writing. Although the writing expectations for each grade level remain considerably consistent throughout the document, the expectations are that with an increase in grade level, the amount of support provided to students by the teacher gradually decreases. Additionally, the expectations slightly increase in difficulty through the grade levels. For example, in grade three writers are to "write short texts using a variety of forms", whereas grade six writers are expected to "write longer and more complex texts using a wide range of forms" (Ontario Ministry of Education, 2006, Using Knowledge of Form and Style in Writing).

Working Memory

In a review of research on working memory and writing, McCutchen (1996) explains that working memory is where information from both the current environment and long-term memory is stored during the processing of an activity, such as writing. Revision is a complex activity which relies heavily on the writer's working memory. The writing processes, mainly

planning (generating ideas), translating (turning plans into written language) and reviewing (revising), require resources within the working memory (Kellogg, 1988). Of the three processes, writers spend half of their time concentrating on the translating process, suggesting that translating may demand the most attentional resources (Kellogg, 1987). Due to working memory limitations, during the writing process translation may divert resources from revision, ultimately causing the revision process to suffer.

Organization of Thesis

The text is organized into five chapters. The first chapter is the Introduction, followed by the Literature Review. The Literature review outlines previous literature on revision in general, and specifically the revision practices of primary writers. The next chapter discusses the method of the study and provides details about the design for this specific study. Next, the Results section summarizes the lessons observed in each of the classrooms and the revisions made by the students in each writing activity. Finally, the Discussion chapter revisits the research questions and examines several connections within each classroom. Additionally, the Discussion chapter includes a cognitive explanation of the results as well as educational implications, limitations, and suggestions for future research.

Literature Review

Revision Practices of Experienced Writers

Much research has been done with regard to the revision practices of mature and advanced writers. The evidence for the positive effects of revision on writing has come from research done with experienced writers. The principle difference between experienced writers and inexperienced writers is the amount of experience they have had in writing. Thus, experienced writers are those considered to be familiar and experienced with the process of

writing and rewriting. In contrast, inexperienced writers have less experience as writers and are still familiarizing themselves, and learning, about the writing process. Researchers have found that experienced writers make text-based changes and attend to more global revising problems in addition to making surface-level corrections (Faigley & Witte, 1981; Sommers, 1980; Van Waes & Schellens, 2003).

Classical studies have revealed how experienced writers engage in revision. Faigley and Witte (1981) found that 34% of revisions made by expert adult writers were meaning-level revisions. The researchers also found that expert writers made several different kinds of revisions and spent more time revising the overall content of their compositions. A similar study by Sommers (1980) showed that experienced writers viewed their compositions as a whole and revised them by taking into consideration the global text. In a more recent study, Van Waes and Schellens (2003) found that 50% of total revisions by university faculty and graduate students were higher-level revisions concerning the content of their writing, confirming results of earlier studies that experienced writers are able to attend to the whole text, making revisions for content that affect the meaning of the text.

Young Writers and Revision

Although the importance of revision is widely recognized, young writers make few revisions and mainly view revision as editing or proofreading (Fitzgerald & Stamm, 1990; Perez, 2001). Whereas expert writers revise extensively, considering the overall meaning of the text in addition to surface-level revisions, students in elementary school generally only make revisions at the word and sentence level giving little, if any, attention to meaning-level revisions (Butterfield, Hacker, & Albertson, 1996; Scheuer et al., 2006; Van Gelderen & Oostdam, 2004).

According to a study conducted by Scheuer et al. (2006) about children's conceptions of the writing process, the ideas of revisions by children in kindergarten and grade one consisted of surface-level corrections, i.e., erasing letters and words perceived to be wrong and rewriting them. It was not until grade four that the authors found students expressed ideas of revision beyond surface-level revisions. Fourth graders' ideas of revision were making meaning-preserving surface changes and structural revisions, in addition to correcting spelling. Fourth grade students also believed that revisions were made throughout the writing process, whereas children in first grade identified revision as only occurring in final re-reading. Similar to the conceptions of fourth grade students in Scheuer et al.'s study, Chanquoy (2001) found that the fourth and fifth grade students in her study made more meaning-preserving surface changes and meaning-changing revisions involving addition, deletion, and replacement of words than the third grade students, who focused primarily on revisions concerning surface-level features.

In the study previously mentioned conducted by Faigley and Witte (1981), results indicated that inexperienced writers' revisions were overwhelmingly surface changes, revising for content and meaning only 12% of the time. Similarly, student writers in Sommers' study concentrated on the selection and rejection of words, focused on substituting words and phrases, and believed that the problems in their writing could be solved through rewording (1980).

Dix (2006) looked at the extent to which nine young fluent writers aged eight to ten years old were able to purposefully revise their texts. The children revised throughout the writing process and not just between drafts. The majority of the revisions were corrections to punctuation and spelling; however revisions which preserved text meaning including additions, substitutions and reordering of words did occur, although less often. Three of the nine writers were able to make some revisions affecting the meaning of the text; however as indicted in

previous research, all of the students were most active in correcting spelling and punctuation errors when revising.

In an observational study Perez (2001) examined second grade students' compositions and found that all of the writers did make revisions, although there was little evidence of the students revising for meaning, and there were no instances in which the writers revised for better organization of text. Similar to other studies, the second grade children in this study mainly made surface-level revisions to their writing making spelling, capitalization, and punctuation revisions. Perez also found that there were no differences in the number or types of revisions made by children regardless of their achievement levels.

Whole language literature research by Graves (1983) examined the development process of children as writers. He observed the order of children's development as revisers finding that first children revise spelling, then motor-aesthetic issues, followed by conventions (punctuation, capitalization), topic and information, and finally, major revisions (addition and exclusion of information, reorganizing). When children do develop to the stage of major revisions, they struggle with the concept of having two papers at the same time when reproducing drafts, and thus work on the second disregarding the first. When children finally do use the first draft in reproducing their second draft they mainly focus on changing spelling and punctuation, but not revising the information.

A further question is whether the revisions made by students improve their texts, or if their revisions simply change their texts. Crawford and Smolkowski (2008) found that the revisions made by fifth and eighth grade students during a state wide writing assessment decreased the quality of their writing. During the writing assessment students were provided with multiple sessions to engage in the writing process and to revise their work with the intent of an

improved final draft. The study examined the differences between the scores assigned to the first and final drafts by the students. In regards to the fifth grade students, 25% received lower scores on their final draft compared to their first draft, whereas almost 32% of eighth grade students received lower scores on their final drafts after revisions.

In summary, the research suggests that young students focus primarily on revisions concerning corrections at the word level. It was found that it was not until grade four that students' perceptions of revision moved beyond formal surface-level revisions to considering revision as including additions and deletions to their text, as well as reorganizing it. The previous research also suggests that even when older elementary students do make revisions, the quality of their texts is not improved. Little research has been conducted on the revision practices of students in grades before the fourth grade. Current research suggests that students in grades lower than grade four engage in revision simply by erasing words and letters to make corrections to spelling and capitalization (Scheuer et al., 2006; Perez 2001).

Call for Revision

There has been recurring and recent emphasis on encouraging primary students to engage in revision, and more specifically meaning-level revision. After examining the writing instructional practices of primary teachers across the United States by randomly sampling 174 first through third grade teachers, Cutler and Graham (2008) suggest that the teaching of revising strategies is not receiving enough emphasis in the primary classroom; only 16% of instruction time is split between teaching planning and revising skills. Decades ago, after reviewing relevant literature on the instructional practices of teachers Chenoweth recommended that students needed to be encouraged by their teachers to engage in meaning-level revisions, rather than just surface-level revisions (1987). Perhaps of the most relevance to Ontario teachers, the Ontario

Ministry of Education (2006) has called for primary students to engage in meaning-level revisions in the Language Curriculum, directly encouraging grade three teachers to include in their writing program an emphasis for revisions that change the meaning of the text, including "reordering sentences" and making revisions to their writing to "improve the content" (Ontario Ministry of Education, 2006, Using Knowledge of Form and Style in Writing, para. 7).

The Effects of Teacher Feedback on Student Revision

Studies reveal that the feedback teachers are giving primary students rarely go beyond revisions for grammar and spelling. Furthermore, there are mixed results as to whether students are able to improve some aspect of their writing by incorporating the feedback provided by their teachers.

Matsumura, Patthey-Chavez, Valdes and Garnier (2002) categorized and followed the feedback provided by teachers and observed whether third grade students were able to take up the suggestions provided to them and incorporate them into their revisions. The authors revealed from the results of their research that although feedback pertaining to content was rare, when it was provided the students appeared able to incorporate their teachers' suggestions and improve the content of their writing. It was found that across instructional contexts though, including both high and low achieving schools, teachers focused primarily on improving the surface features of students' writing and that the amount of feedback pertaining to content was small. In a similar study by Clare, Valdes and Patthey-Chavez (2000), it was found that only 14% of feedback provided by teachers to third grade students was in regards to meaning-level revisions. The students in the studies by Matsumura et al. and Clare et al. responded to teacher feedback and were able to improve the mechanics of their writing after receiving suggestions for improvement from their teachers. It was found by Silver and Lee (2007) though, that feedback provided by

teachers to ten year old students in Singapore did not lead to successful revisions. Of the 66 revisions made by students, only 10% of revisions were judged as being successful revisions, or improving upon the problem area.

The studies by Matsumura et al. (2002) and Clare et al. (2000) found that students received feedback primarily in regards to surface-level revisions. The third grade students appeared able to respond to surface-level feedback provided to them and improved the mechanics of their writing, as well as the content of their writing when feedback pertaining to content was actually given. However, very little further research exists on the effects of grade three students' writing after receiving feedback encouraging meaning-level revisions. This raises questions about the effectiveness of providing meaning-level feedback to grade three students.

The Influence of Instruction and Goals on Student Revision

Revision instruction includes explicitly teaching students what revision is and how to do it independently (Butterfield, Hacker & Albertson, 1996, p. 265). In being taught to revise, students receive suggestions about their writing, learn to effectively evaluate their texts, and implement new strategies to improve their writing. In some studies researchers have found that in some instances different types of revision instruction including conferencing and the assignment of goals help elementary students to make better revisions, increase their knowledge about revision, and even improve the quality of their writing (Fitzgerald & Stamm, 1990; Graham, MacArthur & Schwartz, 1995; Fitzgerald & Markham, 1987). However, as this section will show, in other studies it has also been found that the quality of student writing is not positively affected by revision instruction.

Fitzgerald and Markham (1987) found that direct instruction of revision increased sixth grader's ability to identify areas in writing that needed to be changed and affected their

knowledge of how to make appropriate revisions. Additionally, the group of students who received revision instruction made more revisions including a large number of meaning-level revisions to their writing than the control group of students who did not receive any instruction. Finally, the quality of successive drafts increased for the students who received revision instruction, whereas the quality of the drafts of the students in the control group remained stable. Brakel Olson (1990) also found that sixth grade students who received revision instruction made more revisions for content than students who did not receive any revision instruction.

Beal, Garrod, and Bonitatibus (1990) observed third and sixth grade students and found that instruction in self-questioning strategies improved all of the students' ability to revise and resulted in a high amount of revision. In the study children were taught to ask themselves questions about the material and were shown specific examples of textual problems. Beal et al. reason that because children were able to notice textual problems, they were then able to revise the texts successfully. The study also found that following instruction the sixth grade students were better able to detect and revise the textual problems than the third grade children were.

A further way of emphasizing revision in young students is through student-teacher conferences. Conferences represent one type of intervention which has the potential to effectively assist and teach students to revise their written work (Fitzgerald & Stamm, 1990). Fitzgerald and Stamm (1990) looked at the influence student-teacher conferences had on the revision practices of 16 first grade students. The researchers compared the revisions made by students on their original draft before conferences, to the revisions students made on the same draft after their participation in conferences. The most positive results from the conferences occurred with students who had the least amount of knowledge about revision as well as practiced revision the least. The students who were positively affected by conferences were able

to make revisions including the addition, deletion, and substitution of words, and least frequently, the rearrangement of text. The conferences had no effect on the students who initially had a high amount of knowledge on revision.

Graham et al. (1995) provided evidence that goal setting for revision practices can be used to improve the writing performance of children with writing and learning problems. They looked at the effects of a specific revising goal of "adding information" on the revising behaviours of students in grades four to six with writing difficulties. Students with the general goal of "making their paper better" made far more surface-level changes involving changes in capitalization, punctuation and spelling, resulting in little improvement of overall quality to their written texts. In comparison, students who were assigned the specific goal to "add information" made three times as many meaning-changing revisions, as well as a comparable number of meaning-preserving changes. Students who were assigned the specific revision goal improved the quality of their writing more than students who were assigned the general revision goal. Midgette, Haria and MacArthur (2008) extended Graham, et al.'s (1995) study by concentrating on revising goals for both content and audience awareness, while having fifth and eighth grade students write persuasively. The study indicated that by having a revising goal of referring to alternative perspectives students were influenced to anticipate and respond to those alternative positions in addition to helping them to follow the conventions of argumentative discourse; ultimately making their writing better. Midgette et al.'s study further confirmed the results found by Graham et al. (1995) that assigning students specific goals for revision positively affects the quality of their writing.

In a review of existing research on revision, Allal (2004) describes specific factors that are relevant to improving students' understanding of revision and their ability to improve their writing through revision:

1. Direct instruction, based on teacher modeling and anchor charts, and practice on texts was found to increase children's knowledge about revision as well as the amount of revision they carried out.
2. Greater knowledge about the writing topic and the text genre increased the amount of revisions to content.
3. Setting goals for revision, such as the goal of adding information, also led to increased revisions for content and improved the quality of the written text.
4. Working with peers helped students to learn evaluation criteria, increase revisions made and improve the quality of their text. Additionally, working with a peer on revision of the same text was shown to have a positive effect on individual revision afterward.

Although support for revision and instruction in revision appears to improve the quality of writing for experienced writers and in some instances for elementary school students, other studies have shown that the revisions of young writers often have no impact on the overall quality of their writing. Brakel Olson (1990) found in her study that after receiving direct instruction of revision strategies, sixth grade students made more content revisions. However, taking into account features such as voice, setting, theme, organization and mechanics, the quality of their texts were not improved. Whereas the sixth grade students in Brakel Olson's study increased the number of revisions they made after revision instruction, Torrance, Fidalgo and Garcia (2007) found that after revision instruction the sixth grade students in their study did

not increase the number of changes they made to their texts and thus the instruction had no effect on the quality of their writing.

Overall, previous research has found that revision instruction can result in an increase in the number of revisions students make, but does not necessarily improve the quality of students' writing. Additionally, it was demonstrated that different types of revision instruction, i.e. conferencing and/or assigning goals, may be suited for some students more than others. Most importantly, previous research has shown that revision instruction is effective for older elementary students. Very few studies, however, have systematically examined the effects of instruction on the revision made by early elementary students, and no studies have shown that early elementary students are able to learn to make meaning-level revisions that improve their texts.

Encouraging Meaning-Level Revision

Research has found that teachers devote a limited amount of writing instruction time to teaching revision strategies. Graham and Cutler (2008) found that primary teachers reported spending a very small percentage of the day devoted to having students write; the median time teachers reported their students writing each day was only 20 minutes, thus leaving very little time to address the process of revision. Graham and Cutler also found that teachers reported to spend 33 minutes a week teaching revising strategies, and the majority of teachers reported having their students revise their compositions on a monthly, rather than weekly or daily basis. Whereas the majority of teachers reported teaching basic writing skills such as spelling, grammar, and punctuation daily, only 7% of teachers taught strategies for revising daily, and 53% of teachers taught revising strategies less than once a week. Olinghouse (2008) also found that teachers reported spending the majority of their time teaching basic skills such as spelling

and grammar, and only 30 minutes each week on advanced planning skills. After analyzing the instructional practices of primary teachers, Cutler and Graham voice their concern for the lack of instructional time devoted to teaching revising strategies. Additionally, they recommend primary teachers to incorporate a more balanced approach to teaching writing, placing more emphasis on writing processes such as revision.

Elementary school students in particular tend to receive feedback on their early writing drafts primarily concerning their grammar and spelling, and thus when reproducing final drafts this revising process more accurately resembles mere "recopying" with improvement only in correct writing structure and not in overall content (Clare et al., 2000). This process of simply recopying text seems odd if students are not using this process to make beneficial revisions to improve their writing beyond mechanics. Clare et al. (2000) analyzed feedback provided to third grade students from their teachers and found that the majority of students received feedback pertaining only to surface-level revisions. In addition, 28% of students did not receive any feedback at all. Matsumura et al. (2002) found that teachers gave four times as much feedback on errors and language than on the content of the writing to their grade three students.

Interpretations of Primary Students' Revision Practices from the Literature

Research provides two conflicting views about the reasons underlying primary students' revision practices. The first view, the developmental view, is that due to working memory constraints, primary students are not capable of performing meaning-level revisions and thus the absence of revision instruction in classrooms is justified. The second view, the instructional view, would be that primary students should be performing meaning-level revisions as emphasized by researchers and the Ontario Ministry of Education, and that students are not making these types of revisions because teachers are not teaching them.

To elaborate on the developmental view, research has suggested that children's working memory has a very limited capacity which provides implications for complex processes such as writing (McCutchen, 1996; Kellogg 1988). The multiple processes involved in writing must compete for limited working memory resources, and because translating involves the most attentional resources, performance of revision suffers (McCutchen, 1996; Kellogg, 1988). Chanquoy (2001) suggests that because of their greater mastery of spelling, more experienced writers may be able to focus their revisions on content more than spelling, whereas young, inexperienced writers have to focus more of their attention on the mechanics of writing such as spelling and punctuation, and the act of writing itself. Due to working memory constraints, developing writers may not even be capable of engaging in revising for content. Thus, given this interpretation of revision in young writers, teachers who do not encourage developing writers to engage in meaning-level revisions are correct in their pedagogy. In light of these limitations, a logical approach to teaching revision would be to focus on teaching students to revise the mechanics of their writing effectively, while allotting some time to teaching meaning-level revision. This is consistent with some research which reports that early elementary teachers spend very little time encouraging meaning-level revisions, and that students in practice make very few meaning-level revisions.

The second view that is found in the literature is the instructional view. Only a few studies exist on the effects of instruction in revision on the revision practices of primary students, and no systematic research has been conducted showing that primary students can be taught to engage in meaning-level revisions. In spite of this limited amount of research on the revision of primary grade students, researchers have recommended that primary students be encouraged to practice meaning-level revisions (Cutler & Graham, 2008; Chenoweth, 1987). Additionally,

there are expectations from the Ontario Ministry of Education that primary students should revise for meaning. The Ontario Language Curriculum expectations state that grade three students are to "make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate)" (Ontario Ministry of Education, 2006, Using Knowledge of Form and Style in Writing, para. 7). Therefore, according to Faigley and Witte's taxonomy of revision changes (Table 1), grade three students in Ontario are expected to make both surface change revisions as well as text-based changes.

Research Inquiries

The previous literature reveals conflicting understandings of revision in young writers and how teachers should acknowledge revision in their practice. To gain some insight on the aforementioned controversy of primary students and their revision practices, my thesis will discuss teachers' and students' beliefs about revision, how they enact these beliefs, how teachers interpret policy about revision, and how students interpret their teacher's instruction on revision.

Method

Participants and Recruitment

This case study involved two grade three teachers and 12 grade three students from two different elementary schools within the same neighbourhood in a southwestern Ontario school board. A basic requirement for inclusion in the study was that the teacher participants were to have at least three years of teaching experience, to avoid being viewed as a "rookie". Additionally, each teacher was asked to nominate three students within their class to participate

in interviews and closer observation. Only 5 students were interviewed as only two students provided consent to be interviewed in one of the grade three classes. The remaining student participants who provided consent but were not interviewed had their writing samples analyzed. All student participants appeared to be from middleclass families and spoke English as their first language.

Ethics approval was obtained from the school board as well as the University of Western Ontario's Ethics Review Board. Principals of elementary schools were contacted by email sent by the school board research officer. Interested participants were asked to contact the researcher directly. A letter of information and a letter of consent were provided to the teacher (see Appendix A). Once consent was obtained, letters of information and letters of consent were given to all students (see Appendix B) and were sent home to students' parents/guardians (see Appendix C). Only those students who provided consent participated in the study.

Case Study Method

The study is conceptualized as a qualitative case study. Case studies are used as the preferred method when "the focus is on a contemporary phenomenon within some real-life context" (Hitchcock & Hughes, 1995, p. 322). Given the exploratory nature of my research, the study of revision within contemporary classrooms, and the idea of representing revision instruction and practices in more than one classroom a multiple case studies approach was appropriate. Hitchcock and Hughes (1995) identify important characteristics of case studies which complement the goals of my research. First, case studies are concerned with the vivid description of relevant events and provide a way of presenting the case which is able to capture the richness of the situation. Additionally, there is a focus on particular individuals and their perceptions relevant to the topics being studied.

With the intention of capturing the different sources of data and the several different layers involved with this particular case the case study design allowed me to do this within the context of revision within the grade three classroom. This method allowed me to examine the connections among the several levels that affect revision including the Ministry of Education policy, the teachers' perceptions and actions, and the students' interpretations and actions. The teacher designs and implements their writing program while interpreting policies outlined by the Ontario Ministry of Education and the students, as writers, interpret their teacher's lessons and perspectives on revision and act on their understanding. The several interpretations of one another's meanings, intentions, and actions give rise to a configuration of interconnected events particular to each classroom.

Design of the Study

In an attempt to understand the phenomenon of revision within the primary classroom from the perspectives of the teacher and the students three research strategies were employed: 1) semi-structured interviews with the teachers and students to understand their interpretations and intentions of revision in general as well as revision within a particular writing activity; 2) classroom observations of writing instruction and writing activities following the process of one writing activity and; 3) analysis of students' writing across multiple drafts. By using the combination of interviews, observations, and document analysis, the different data sources provided me with the opportunity to validate and crosscheck findings (Patton, 2002). Additionally, the variety of sources allowed me to build on the strengths of each type of research strategy while minimizing the weaknesses of using any approach by itself.

Sources of Data

Semi-structured interviews. To understand their individual views on revision, interviews were conducted with the classroom teachers and each of the five students of interest. Semi-structured interviews allowed me to gain a better understanding of the different and corresponding ways that revision was being perceived by the participants. By using the semi-structured interview I was able to plan and ask specific questions in addition to having the opportunity to probe and expand on the participants' responses. Additionally, the use of open-ended questions allowed me to understand the participants' point of view without limiting their responses to pre-determined answers through questionnaire categories (Patton, 2002). All interviews were conducted in a similar manner and were audio-taped to ensure accuracy of records.

Teachers. A list of interview questions (see Appendix D) was asked to each classroom teacher to understand their writing program as well as their views and instructional practices on revision in general and revision within the particular writing activity. Two short interviews of approximately 30 minutes each were conducted with each teacher: one interview occurring close to the beginning of the research, and the other occurring after the final writing task was completed by students.

Students. The two interviews of approximately 10 minutes each conducted with the individual students occurred at a quiet place near the classroom. The first interview occurred at the beginning of the research and included questions addressing the students' attitudes and perspectives on revision and writing in general (see Appendix E). The second interview occurred once the final writing activity was complete and included questions based on their writing sample (see Appendix E).

Classroom observations. Through classroom observations I had the opportunity to study the participants in their natural environment with the goal of gaining a deeper understanding of the place revision had within the classroom. I was able to gain an understanding of teachers' perceptions of the curriculum guidelines from their stated beliefs and observations of their lessons. These lessons by the teachers act as mediators between the provincial guidelines and the individual students. I observed each lesson that the teachers taught to their students, and what approach they took to teaching the material. Additionally, I was able to observe how the students understood their teacher's lessons and enacted them into their own writing.

The amount of time spent in each classroom was for the entire narrative writing unit and thus depending on the teachers' unit plans the observation periods differed in length between classrooms. I observed all lessons implemented by both teachers throughout the process of the particular writing activity of interest. Both teachers took the approach of teaching whole class lessons, as well as conferencing with their students. Additionally, both teachers had their students write with partners or in small groups, as well as individually. Classroom teacher 1, who will be referred to as Ms. O, had her students participate in two individual writing activities and one small group writing activity. Ms. O also modeled writing a story and had the students engage in a shared writing activity as a whole group. Classroom teacher 2, referred to as Mr. S, had his students participate in three separate writing activities. In the first writing activity the students planned the story together however wrote the story individually. The students also engaged in an activity where they worked in partners to write an introduction or a conclusion, and finally, the students worked on an individual writing activity where they planned as well as wrote their story individually. During the lessons I videotaped Ms. O, while depending on field notes for Mr. S. Mr. S expressed discomfort in having the lessons videotaped incase students who did not provide

consent were accidently included in the taping, therefore lesson observations were recorded through field notes. Time was also spent observing students during independent or small-group work time.

Writing sample analysis. The writing samples provided me with an indication of the revisions students engaged in independently, as well as with encouragement from their teacher and peers. All drafts including rough and final drafts from the process of the writing activity were collected for analysis. The students produced the writing samples through independent or small group writing from an activity planned and implemented by the classroom teacher.

Student drafts were analyzed primarily for the types of revisions made by the students within and between drafts. While analyzing the writing samples from the students, I was looking for whether they made revisions to their writing at all, and if they did, which type of revisions they made, i.e. text-based changes, or surface-level changes including spelling and punctuation corrections, as well as additions, deletions and substitutions of words in each setting they worked in; student conferences, group work or independent writing. The revisions were categorized initially according to whether the change affected the meaning of the text, which I recorded as a text-based change, or whether the revision did not affect the meaning of the text, which was recorded as a surface change. The revisions were then further categorized within each type, see Table 1 in the Literature Review for further details. Additionally, I was able to observe and analyze any written feedback given by the teachers on the writing samples, looking at type and amount of feedback provided and how the students responded to it.

Results

The Results chapter will be divided into two main sections: Classroom 1 and Classroom 2. In their respected sections, the interviews with the teacher will be summarized outlining their

beliefs of revision and their interpretation of policy. Next, each classroom teachers' lessons will be summarized interspersed with descriptions of how the students of focus (those who consented to be interviewed) modeled their teachers' acts of revision. Then, descriptions of the revisions made in each of the writing activities by the individual students of focus will be made, which will include any parallels to their teachers' lessons on revision. Finally, the sections end with a description of the revisions made in each of the writing activities by the rest of the students who consented to have their writing samples analyzed.

Classroom 1

Ms. O.

Interview Summary.

Conceptions of Revision. Through her initial interview, Ms. O revealed that she believed that revisiting writing, using proper sentence structure and correct spelling, as well as expanding sentences by adding detail were what was involved in revision. Ms. O also said she understood revision as asking yourself, "Does it make sense?" Ms. O believes that revision occurs in steps and integrated a gradual release of responsibility strategy for her students where the amount and intensity of the writing tasks gradually increased. She began by modeling writing, then engaged students in a shared writing activity, followed by students working with partners, and finally assigned students to work on writing a story individually. Ms. O also used the gradual release of responsibility strategy when providing feedback. She said she starts out general and gets more specific with her feedback. For example, in the "Stanley" writing activity she primarily provided students with feedback for surface level revisions such as spelling corrections and word additions. In the "No David" writing activity, she assisted students in making macrostructure revisions by adding a substantial amount of text to their stories. Ms. O believes that students

respond better to the idea of revision if it entails a small piece of writing to look over and revise. She wants her students to enjoy writing, and thinks that asking them to revisit every piece of writing is a difficult task for them.

In regards to teaching revision, Ms. O understands it as being a daily integration in all subject areas. In writing, she focuses on having her students "bump up" their work, by having discussions on how they can improve their writing. Ms. O admits that revision instruction changes throughout the year saying "It changes based on the needs of the kids. It's totally based on what I see and what I think needs to be done next" (Ms. O, Interview 1). She thinks that when teaching revision it needs to be very specific, and students need the opportunity to practice revising. Additionally, Ms. O has her students produce multiple drafts of a piece of writing once every two weeks, and at the very least once a month. She believes that part of the purpose of creating more than one draft is to give students the opportunity to add more detail to their writing in addition to correcting sentence structure. She wants her students to understand that there is a process to writing and that their writing is not always done the best way the first time they do it.

Responding to Policy. Ms. O says she agrees with the Ontario Ministry of Education's Language Curriculum 1-8 policy documents stating that students should "make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate)" (Ontario Ministry of Education, 2006, Using Knowledge of Form and Style in Writing, para. 7). She says that she thinks her students would be able to remove repetition, add

material, substitute words, as well as reorder sentences. She says that before grade three though, students may not be able to do all of it, especially the reordering of sentences.

Lessons. The duration of the lessons spanned across two months which encompassed the entire narrative writing unit with a holiday break at the end of December continuing into the beginning of January. Lessons as well as student writing time occurred almost daily; a summary of each lesson is provided below.

Dec. 6: Ms. O introduced the writing activity by reading the story *No David* (Shannon, 1998) to the class which consisted of sub-characters telling David "no". She instructed the students to individually plan and write their own stories from David's perspective imagining they were David as they were writing. The teacher intended for this to be a diagnostic activity as an indication of what the students already knew, and the approach she needed to take in teaching the students about narrative writing. Prior to this writing activity, Ms. O had not gone into depth teaching or modeling revision, which could in part account for the minimal number of revisions made by the students during their first drafts.

Dec. 12: Ms. O did a lesson on creating great beginnings for stories. She asked students "What makes you want to read on in a story" (Ms. O, Lesson, December 12) and using their suggestions modeled writing several different beginnings and picking just one for a story. She then revised the beginning she picked by adding details to it, a meaning-preserving surface change. In partners, students were instructed to look through books to find examples of "great beginnings".

Dec. 14: The teacher modeled how to expand "bare bone", or simple sentences, on chart paper to the students. She modeled adding adjectives to the subject and the predicate of the sentence "a dog walked" to expand it, a further example of modeling a meaning-preserving

change. Students were given the opportunity to work in pairs to expand a sentence given to them by the teacher in order to "make that sentence better" (Ms. O, Lesson, December 14).

Dec. 15: Ms. O began the lesson by modeling how to revise beginnings and endings of stories to improve them. She urged students to go back to change the beginning of their stories when they write by saying "It's okay to go back and change the beginning, that's what makes stories better" (Ms. O, Lesson, December 15th). Partnered students completed an activity of pairing the beginning of a story with the ending of that story.

Dec. 16: The students worked in the computer lab during the literacy block in a program that allowed them to make small comics with pictures and words. Once students were satisfied with their comic they sent it to Ms. O's computer where she instant messaged them back feedback regarding their comic. Ms. O said the feedback she provided to each student was based on his or her skill level and what she thought they would be capable of changing. The feedback from the teacher consisted of surface changes including spelling corrections and the addition of more details to comics.

Dec. 20: Ms. O did a read-aloud with the book *Chester the Cat* (Watt, 2009). The purpose of reading this book to the class was to demonstrate what macrostructure revisions look like. The character in the book and her pet cat go back and forth changing what the other writes. The types of revisions in this story were macrostructure changes as the ideas in the story were being substituted for entirely new ideas. The teacher discussed what it meant to edit, by telling the students that:

- Editing is important
- Editing means going back and checking your writing
- Editing helps your writing to make sense

Len demonstrated these types of macrostructure changes between his first and second draft in both the “No David” and “Chubby Snowman” writing activities. Judy made this type of revision between her first and second draft in the “No David” writing activity as well.

The teacher then had the students complete a “quick write” where she showed the whole class the same picture of a young girl sliding into home plate during a baseball game and another with two penguins enduring the cold winter weather. Each student was given two minutes to write something about that picture. The students did this twice and then were given the opportunity to choose one of their pieces to look over and revise. The teacher said the purpose of this was to give students an opportunity to practice revising a short piece of writing so they didn’t get frustrated since it was just a few sentences they were instructed to look over.

Ms. O ended the lesson by once again modeling writing good sentences by adding adjectives. She modeled further surface-level revisions by adding punctuation and making a word substitution.

Len and Judy were able to individually make word substitutions while revising their “Chubby Snowman” stories, resembling the type of word substitution Ms. O modeled during this lesson.

Dec. 21: Working in pairs, the students were given a piece of chart paper with a subject on it. The students were instructed to write a sentence about the subject and then switch with another pair of students to revise the other group’s sentence and give feedback. Ms. O shared the revised sentences with her students saying that they all “worked together to improve our writing” (Ms. O, Lesson, December 21). The students then worked on a worksheet making surface-level revisions adding in missing punctuation and inserting capital letters where appropriate.

Jan. 13: The teacher read the story *Knuffle Bunny* (Willems, 2005) and *Knuffle Bunny Too* (Willems, 2008) to the class and combined both stories to rewrite them into one story from Knuffle Bunny's perspective. The teacher performed a shared writing activity and asked for the students' suggestions as she wrote the story. During the process of writing the story, Ms. O encouraged suggestions from the students to add detail to the story. Students made suggestions to include in the story from the perspective of Knuffle Bunny such as referring to a washing machine as a "cold, wet cave", and the dad's hand as a "monster's paw". She modeled revising while she wrote as well as revising between drafts by adding in punctuation, correcting capital letters and spelling, adding more detail, both single words, phrases, and whole paragraphs that expanded on her initial ideas, substituting phrases, and making a distributional change: where a single sentence is divided into two separate sentences. During this process, Ms. O asked students "How can we jazz this sentence up so the reader can't wait to read on?" (Ms. O, Lesson, January 13). When the class was satisfied with the story, the teacher modeled how to go back and re-read the entire story and make revisions.

Len made revisions during his "Chubby Snowman" writing activity which resembled Ms. O's revisions of adding detail to the story by adding in single phrases. Judy also made a small phrase addition to her "Chubby Snowman" writing piece which resembled the sort of phrase additions Ms. O made during the shared writing activity. Additionally, while writing her "Chubby Snowman" story Judy made two phrase substitutions which changed the wording of the phrases but kept the same idea; a type of revision modeled by Ms. O while writing the "Knuffle Bunny" story. Both Len and Judy made similar revisions to those modeled by Ms. O between their first and second drafts of their "No David" stories. Len expanded on the original ideas he had listed in his first draft by adding new content and ideas expanding his story immensely (see

Appendix F for the sample of Len's drafts), just as Ms. O did. Judy included entirely new ideas in her story, modeling how Ms. O added new content to her shared writing story (see Appendix G for the sample of Judy's drafts).

Jan. 16: The teacher revisited the shared writing story to add more detail to it and encouraged suggestions from the students of changes to make to the story. When the text was complete, Ms. O said to the students that they "Went back and did some revising and changing and ended up making it better" (Ms. O, Lesson, January 13).

Jan. 17: Ms. O read *Stanley's Little Sister* (Bailey, 2010) which was told from the dog Stanley's perspective. The students were put into groups of two or three to write a "Stanley" story from the perspective of another character in the book. Students chose to write from the perspective of Stanley's friends and Stanley's family members. The students were able to pick any book from the Stanley series to base their story on.

Jan. 23: The teacher allowed students time to continue to write their stories as she conferenced with each group providing feedback by marking up their stories with a marker and discussing with the groups how to improve their writing. She asked Len's group "Is this the best beginning you can think of?" encouraging the students to "bump up" their writing by making additions and substitutions (Ms. O, Lessons, January 13). See Teacher Feedback under sections Len and Judy for a further description of the feedback given to each group of students.

Jan. 26: The students and Ms. O read the poem *Chubby Little Snowman* together. The students worked individually to plan a story to write based on the poem from the perspective of either one of the two characters, the bunny or the snowman. They were instructed to write a first draft, revise that draft, and then write a final copy in the format of a story book.

Jan. 30: Ms. O modeled on chart paper how to add conversation to a story and the correct way to use quotation marks. The teacher encouraged students to use conversation in their stories telling students that conversation "bumps up your writing" (Ms. O, Lesson, January 30).

Feb. 2: The students were given back their first drafts of the "No David" stories they had written almost two months earlier and were told they were going to write the next draft of their stories. The students were given the option to use their first drafts and add detail to them or they could restart their story entirely. Students were provided with an outline of the *No David* storybook which included pictures of each page from the actual book the teacher had read to them initially.

Feb. 6: Ms. O noticed that the students were struggling to write the entire story of *No David* because there were too many events in the story to focus on. Ms. O modeled a new approach to writing the story by choosing just one picture which represented one event in the story and wrote a story surrounding that one individual picture. She instructed the students to rethink their stories and just choose one or two pictures to focus their stories on. After writing a story surrounding one event from the *No David* book, Ms. O modeled re-reading her story and revising it by adding details to clarify ideas, substituting words, as well as adding and correcting punctuation. Judy made a similar revision in her second draft of her "No David" story by substituting single words (see Appendix G for the samples of Judy's writing).

Feb. 7: The teacher conferenced with the students looking over their second drafts of the "No David" stories discussing with the students revisions to make while writing down their suggestions and her own feedback. See Teacher Feedback under the sections Len and Judy for descriptions of the feedback given.

Len.

Through his initial interview, Len's understanding of revision seemed to be re-reading his writing after he had finished to ensure that it made sense and to fix any mistakes. Len says when he re-reads his writing he looks for mistakes involving misplaced lowercase or capital letters as well as punctuation. Len revealed that he believes that revising could mean changing your entire piece of writing saying that "if you mess up the whole thing, you might want to start all over again" (Len, Interview 1). He also made note that he thinks it's okay for writers to make mistakes on their rough drafts, but not on their final drafts. He understands that his teacher primarily gives him feedback pertaining to punctuation corrections.

Group Writing Activity: Stanley.

Revisions within first draft. As described in the January 17 lesson, Len worked in a group of three with two other consenting students to re-write the story *Stanley's Little Sister* (Bailey, 2010) from the perspective of Stanley's little sister, the cat. Because the students worked together as a group, it is difficult to differentiate which student made which revision, and thus all revisions made will be reviewed under Len. The majority of revisions made were formal surface-level revisions, with five spelling corrections and two punctuation corrections, which were both changing a lowercase letter to a capital letter at the beginning of a sentence. The group made four meaning-preserving changes, including a deletion of the word "and" as it was written twice, and two phrase substitutions that added more detail to the sentence. For example, the initial sentence started with "He was called Stanley" and was substituted for "The people called him Stanley..". This type of revision of adding more detail to a phrase resulting in different wording with the same idea was modeled by Ms. O during the "Knuffle Bunny" shared writing activity where the phrase "those were the first words she ever said" was changed to "it turns out, my name was the first words Trixie ever said." Finally, the group made two additions to the story adding a single

adjective to a sentence and an entire phrase expanding on a previous idea. Ms. O had modeled both types of additions that this group of students made to their first draft. She modeled expanding sentences by adding adjectives to the subject and the predicate on December 14th, and modeled adding entire phrases to a story during the shared writing activity.

Revisions between first draft and final copy. Six meaning-preserving changes were made between the first draft and the final copy. One word substitution was made from "he" to the character's name, "Stanley", while the other two substitutions involved phrases. The initial sentence in the first draft read "It was huge, but I ignored it", and was substituted in the final copy for "It was bothering me but I ignored it." The other phrase substitution was the sentence "So he got pulled into the laundry room" in the final copy, from "So they took him into the laundry room" from the first draft. In the December 20th lesson, as well as during the shared writing activity, Ms. O modeled a single word substitution as well as entire phrase substitutions. The group deleted two phrases which appeared in the first draft but were not transferred to the final copy. These phrases expanded on existing content however did not add any new ideas to the text. The final meaning-preserving change made from the first draft to the final copy was a consolidation; where two sentences are combined into one. The students did this from the two separate sentences "Then we were both friends. Then they lived happily ever after cat and dog" into one sentence reading "Then we were both friends and we lived happily ever after cat and dog".

Revisions within final copy. Only one revision was made within the final copy. This revision was a formal surface-level revision correcting the spelling of the word "laundry".

Teacher Feedback. Most feedback by Ms. O was dedicated to correcting spelling and punctuation. She made some additions to the story to make sentences grammatically correct, as

well as adding transition words at the beginning of sentences. She suggested that the group think of a better opening for their story.

Individual Writing Activity 1: Chubby Snowman.

Revisions within first draft. This activity was started on January 26. Revisions made within Len's first draft were primarily formal surface changes, i.e. corrections to spelling and punctuation. Len also made a substantial number of additions to his story. He did not make any additions which added new ideas or content to the story, but added small phrases that could have otherwise been inferred. For example, Len made the meaning of an idea more explicit by adding that the character first got an airplane ticket at the ticket stand preceding the phrase "here you go, airplane bunny". This type of revision, adding in words and phrases, was modeled and encouraged by Ms. O during the shared writing activity. During the December 20th lesson, Ms. O modeled revision at the sentence level, which involved making word substitutions which Len showed evidence of doing individually. Len made five word substitutions within his first draft which involved changing the name of the protagonist as well as substituting the words "terrific" and "awesome" for the word "cool" which was repeatedly used.

Revisions between first draft and final copy. The most significant revision Len made occurred between his first draft and his final copy. Other than the introduction of his story, the entirety of the story was changed. Len said that he decided to change almost the whole story because he failed to stay on topic. This type of revision is a macrostructure change, which is a major change that gives the entire piece of writing a new direction, which is evident in Len's writing. Len's first draft followed the character on his travels through the airport and to Japan, whereas his final draft followed the character on his adventures in search of a blue begonia flower to trade with a farmer for some carrots. The only similarities between the drafts were the

introduction and the protagonist. Macrostructure changes were demonstrated by Ms. O through the read-aloud of *Chester the Cat* (Watt, 2009).

Revisions within final copy. The revisions made within the final draft of the story were a small number of formal surface changes, primarily spelling corrections as well as one punctuation change which was deleting quotation marks which were out of place. During the shared writing activity which began on January 13, Ms. O made several surface-level changes while re-reading her story as well.

Individual Writing Activity 2: No David.

Revisions within first draft. During the December 6th lesson, Ms. O instructed students to re-write the story *No David* through David's perspective. Len's written piece resembled a brief summary of the story, and was told from his own perspective (see Appendix F for the sample of Len's drafts). Len made a minimal amount of revisions, which was one spelling correction.

Revisions between first draft and second draft. The students began to engage in this writing activity on February 2. Again, Len made the most significant change between his first draft and second draft, which was a macrostructure change involving the addition of new ideas and content. Len expanded on his original idea of a very poor mannered protagonist, David, however added in a significant amount of detail and events which did not exist in his first draft. Additionally, Len changed his approach from summarizing the original *No David* book to telling a story from the character David's perspective. The first draft involved listing three separate occasions in which David did not behave himself. In the final draft, Len expanded on two of the events adding more detail and entirely new content and ideas to his writing, ultimately changing the summary of the story and thus making a macrostructure change. He said he changed his second draft from his first draft because he felt the person reading his story would get tired of

reading the word "very" over and over again. He added that his first draft didn't make much sense either.

Ms. O modeled making similar revisions in the shared writing activity which she began on January 13th. Between the first draft and the second draft, Ms. O prompted the students to make suggestions of details to add to the story. Entire paragraphs of content to expand on the ideas were added, as well as new words and phrases. Although the summary of Ms. O's shared writing activity did not change, she modeled the types of revisions that Len made between his first and second draft. Additionally, macrostructure revisions were demonstrated through the story *Chester the Cat* (Watt, 2009) read on December 20th.

Revisions within second draft. Several more revisions were made within his second draft which involved spelling and punctuation corrections, however predominantly involved word substitutions and phrase deletions. Len deleted some small phrases justifying those deletions by saying he didn't want them in his final copy because he didn't like them.

Revisions between second draft and final copy. The students began to work on their final copy on February 6. Len made very few revisions between the second draft and the final copy. Only one formal surface change was made, and some meaning-preserving changes were made, including a permutation involving the reordering of the phrase "David go outside" to "go outside David". When asked if he made any changes between his second draft and final copy, he said he just copied it, and only made a few corrections. Len said that he wished he had put the events of his story in a different order however he thought it was too late to do so once he was done his second draft and began writing his final draft. He said if he were to make the changes, he would use the same ideas, just putting them in a different order.

Revisions within final copy. Fewer revisions were made while writing his final copy, primarily concerning formal surface changes and meaning-preserving changes.

Teacher Feedback. Ms. O encouraged Len to think of a better opening to his story and worked with him to change his opening sentence. With encouragement from Ms. O, Len changed the beginning few sentences of his story so that the story would be told from David's perspective, and not from his own perspective. All feedback given by the teacher comprised of suggestions involving surface changes: both formal changes and meaning-preserving changes. The majority of feedback concerned punctuation and capitalization. Ms. O suggested several additions to Len's writing to help make sentences sound more complete resulting in a better understanding for the reader. For example, Ms. O added "to get a cookie" to the sentence "I stood on the chair (to get a cookie) and I broke all of the jars". Several connecting words such as "then" were added to the story as well as used to replace the word "but" which was repeated several times throughout the piece of writing. One example of distribution, separating one sentence into two, was encouraged by Ms. O. Len responded to every piece of feedback given by Ms. O as his final copy included every revision his teacher made to his writing or encouraged him to make himself.

Judy.

Through her initial interview Judy seemed to have a strong understanding of what revision means and how she uses revision in her own writing. Judy explained that good writers edit their work and learn from the mistakes they make, noting that "It's good to fix your mistake because then you can learn what you did wrong and make sure you don't do it the next time" (Judy, Interview 1). She said that writers should fix their mistakes immediately once they find them. When asked if she does this in her own writing, she said she did. Judy said that she often

does a rough draft or a "sloppy copy" before re-copying this copy into a good copy, which she revealed the purpose of doing so was so it was not as sloppy. She also added that sometimes she changes her thoughts as well as the characters between drafts saying "I kind of change the thoughts sometimes because usually there is something else that I wanted but I forgot it on the sloppy copy" (Judy, Interview 1). Judy said that she makes changes between drafts to make her writing better and to help it make more sense. She understands that her teacher primarily gives her feedback about changing lower case letters to capital letters, as well as correcting punctuation. She said that sometimes her teacher writes comments on her work asking her to "jazz up" her writing, or as Judy understands it "adding more adjectives".

Group Writing Activity: Stanley.

Revisions within first draft. Judy worked with another consenting student to re-write the story *Stanley at Sea* (Bailey, 2008) from the perspective of Stanley's friend, Gassy Jack beginning on January 17. Because the students worked with partners, it is difficult to differentiate which student made which revision, and thus the revisions will be reviewed under Judy. Very few revisions were made in the first draft which included two spelling revisions and some meaning-preserving revisions. The partners made the same type of substitution four times in the introduction changing the name of the character "Gassy Jack" to the word "I", since the story was being told through the perspective of Gassy Jack. One deletion of the word "I" in their first draft was made.

Revisions between first draft and final copy. The revisions between the first draft and the final copy were almost all deletions. The students deleted phrases that they had written themselves in their first copy, but did not transfer to the final copy. For example, they deleted the phrase "On the way home we all wished we didn't leave the fence and all the greasy food". This

phrase did not add or subtract any new events to the story, making it a meaning-preserving change. Of the eleven deletions made from the first draft to the final copy, eight were phrases or words added by Ms. O. Several phrases that were added into the first draft by Ms. O were not transferred onto the final copy. Ms. O added phrases to Judy and her partner's first draft to add detail to their story and to help clarify ideas. For example, Ms. O added the phrase "something was wrong" before the problem in the story occurred, hinting to the reader that something bad was about to occur. Along with phrase deletions, the partners also deleted the adjectives in the final copy that Ms. O added to the sentences in the first draft. The students also made one minor substitution which involved changing the word "ginormous" to "huge".

Revisions within the final copy. Six revisions were made within the final copy of the story. The revisions were predominantly spelling corrections with one word substitution changing the tense, and one deletion which was a word out of place.

Teacher Feedback. The majority of feedback provided by Ms. O were additions of phrases and adjectives. The additions added detail to the story which made the narration clearer to the reader. For example, Judy and her partner wrote "It wasn't worth it" to which Ms. O added "because my people sent me away" providing an explanation. Ms. O added adjectives such as "huge" and "ginormous". She corrected spelling, added punctuation, and changed lowercase letters to capital letters where appropriate.

Individual Writing Activity 1: Chubby Snowman.

Revisions within first draft. This activity was started on January 26. Revisions made within Judy's first draft were all surface changes, primarily spelling corrections. Within her first draft, Judy made five spelling corrections and a small number of substitutions which involved changing the word "moving" to "chasing me", as well as substituting the character's name

throughout the story. She made one addition to her story adding the character saying "I got the carrot" to help the reader know that the bunny got the carrot, as it didn't directly say so before. Ms. O modeled word substitutions while modeling revision of sentences on December 20th. Additionally, adding detail to the story was modeled by Ms. O throughout the shared writing process. Throughout most of her lessons, Ms. O continuously emphasized that writers make revisions to help their stories make sense. Judy had said that she didn't make many revisions to her first draft because the story made sense to her so she didn't need to. From her understanding of what Ms. O taught her, that making revisions helps to make writing make more sense, Judy thought her writing already made sense, and thus didn't have many revisions to make.

Revisions between first draft and second draft. Although Judy made a small number of substitutions while revising her initial draft, she made several substitutions when revising between her first draft and her final story. Several phrases were traded for different phrases involving different wording that kept the same idea, a type of revision Ms. O modeled during the shared writing experience. Ms. O changed the phrase "Those were the first words she ever said" to "It turns out, my name was the first words Trixie ever said." In her own writing, Judy changed the phrase "I think I am going to starve" to "I am starving", and "I'm here, that only took me two seconds" to "Few. I got here in two seconds".

Revisions within final copy. In her final copy, Judy made only formal surface changes making corrections to spelling and punctuation.

Individual Writing Activity 2: No David.

Revisions within first draft. Within the first draft, Judy only made one spelling correction and one correction to punctuation (see Appendix G for the sample of Judy's drafts). Judy's first draft was a short summary of part of the original *No David* story, told from her own perspective,

not from the character David's perspective as Ms. O has instructed. Prior to this writing activity, little, if any, instruction in revision had been taught and thus could account for the small amount of revisions Judy made.

Revisions between first draft and second draft. Judy revisited her initial draft and began writing her second draft on February 2. She made the most significant revision, a macrostructure change between her first and second draft. This kind of revision changes the entire summary of a story, giving the story a new direction. The initial story involved three separate events in which the character got into trouble, whereas her second draft involved the events surrounding the character sneaking some cookies from his kitchen, which was not an event that was included in her first draft. Judy said she believed it was okay to make changes between drafts, and that it isn't necessary to copy the story the exact same from the first draft to the final draft. She said if you forget something in your first draft or it doesn't make sense, you always have the opportunity to change it in your "good copy", and changes can be made at any stage in the writing process. Her opinions reflect what Ms. O had modeled in the shared writing activity where she wrote several drafts and made revisions both within and between drafts, not merely copying the story word for word from one draft to another. Judy's substantial revisions between her first and second draft parallel the significant changes that Ms. O had also made between drafts of the shared writing activity. Although the summary of Ms. O's shared story had not changed, much detail and content was added to her writing. Judy demonstrated the same type of macrostructure change which was exemplified in the *Chester the Cat* (Watt, 2009) story read by Ms. O on December 20th.

Revisions within second draft. Numerous revisions were made within her second draft, which involved a small number of spelling and punctuation corrections, However, as with her

first writing activity, Judy's revisions were predominately substitutions. Her substitutions added more detail to the story, helping to explain her ideas more appropriately, i.e., changing "room" to "kitchen" and "it" to "the chair". This type of revision was made by Ms. O on February 6 when she modeled writing her version of the *No David* story. Ms. O substituted the word "playing" to "building" when referring to using lego, clarifying the sentence for the reader. Judy also changed the title of the story from "but I didn't want to" to "David steals the cookies", saying she wanted to make the title better because the former title didn't make sense.

Revisions between second draft and final copy. The students began working on their final drafts on February 6. Judy made less significant and fewer revisions between the second draft and her final copy, including two additions. She made the character "make a mistake" while re-telling the story because she thought it would be funny for the reader, demonstrating that one of her goals for revision involved writing for the audience. The character says "I stormed into the room, I mean the kitchen" whereas her initial copy read "I stormed into the kitchen".

Revisions within final copy. Within her final draft, Judy made two spelling corrections and deleted two words that were out of place.

Teacher Feedback. The majority of changes made by Ms. O were formal surface changes surrounding spelling and punctuation. The most significant change suggested by Ms. O was to delete the introduction sentence and change it to better introduce the character and the story. Judy agreed with this change and said she thought it better explained the character's actions. Judy understands that her teacher wants her to take her feedback and make the suggested revisions on her final copy. She says that Ms. O makes changes to her writing so that she knows how to spell words correctly, and so she doesn't make mistakes on her final copy.

Other Students.

Three other students in Ms. O's class consented to have their writing samples collected and analyzed, however were not asked to participate in interviews. Descriptions of the revisions the three students made throughout the writing activities are outlined below.

Individual Writing Activity 1: Chubby Snowman.

Revisions within first draft. All three students revised the spelling of words within their first draft, while only Rebecca and John made changes to punctuation (see Table 2). The majority of revisions made by the three students were primarily additions to their stories, though this was because Trevor made a large amount of additions, while the others made a small amount, ranging from 1 to 8 additions. The students added words or small phrases to their story which did not alter the meaning of their texts. This type of revision was modeled by Ms. O during the shared writing lesson where she added single words as well as phrases to clarify ideas. Trevor made eight additions to his story, half of those being the same addition throughout the story of adding "white" in front of the word bunny. Adding adjectives to the subject was modeled by Ms. O on December 14th during her lesson on expanding sentences. The other additions by the students seemed to be made to make their writing more clear, for example adding the word "new" to distinguish between the two objects, or adding that a character got stuck "in the opening", rather than just writing "he got stuck". Trevor and John made substitutions to their writing, again for the purpose of adding clarity. One student substituted the word "it" for "the carrot nose", and the other substituted the word "there" for "the park". Only one student, John, made deletions in his story which were small words which could be deleted without having an impact on the story as a whole, or the sentence structure, such as the words "so" and "and".

Revisions between first draft and final copy. Rebecca didn't make any revisions to her story, however the other two students made small additions, deletions, and substitutions to their stories which had no effect on the meaning of the story. John kept the same idea for the ending of his story but re-worded the entire paragraph, making this a meaning-preserving change as it did not alter the summary of the text. He also added in a quotation from the character, which was modeled by Ms. O during the time the students were writing their "Chubby Snowman" stories. The most significant revision was made by Trevor who made a macrostructure change between drafts. He altered the entire ending of his story; however unlike John he didn't just reword the same idea, he changed the content entirely. In his first draft, Trevor ended the story with the snowman getting his carrot nose back after chasing a bunny who stole it to eat. In his final copy, he wrote that the snowman let the bunny eat his carrot nose because he was hungry, ultimately making the snowman and the bunny friends after sharing a cup of hot coco. The plot of the conclusion changed and thus Trevor made a macrostructure change between drafts.

Revisions within the final copy. Only two of the three students made revisions within their final copy, which were two spelling corrections. The remainder of the text was not revised in any way.

Table 2

1st Writing Activity: Chubby Snowman

	Type of Revision	Len	Judy	Rebecca	Trevor	John	Total
Revisions within 1st draft	Spelling	5	5	3	3	1	17
	Punctuation	1	0	2	0	2	5

	Addition	9	1	1	8	4	23
	Substitution	5	4	0	1	1	11
	Deletion	0	0	0	0	3	3
	Distribution	0	0	0	0	0	0
Revisions between 1st draft and final copy	Addition		1	0	4	1	6
	Substitution		8	0	1	3	12
	Deletion		2	0	1	1	4
	Distribution		0	0	1	0	1
	Macro	1	0	0	1	0	2
Revisions within final copy	Spelling	5	5	2	6	0	18
	Punctuation	1	1	1	1	0	4
	Addition	0	0	0	0	0	0
	Substitution	0	0	0	0	0	0
	Deletion	0	0	0	0	0	0
	Distribution	0	0	0	0	0	0

Note. The revisions outlined in the table were made at either the word or single phrase level, unless categorized as a macrostructure change. The revisions at the word and single phrase level are considered as meaning-preserving and are not macrostructure changes that significantly alter the content of the writing.

Individual Writing Activity 2: No David.

Revisions within first draft. The students made very little revisions within the first draft. Altogether, the three students made six revisions, four being spelling corrections, one was a

punctuation change, and Rebecca made a substitution (see Table 3). She substituted the word "David" for "My Mom".

Revisions between first draft and second draft. All of the students made a macrostructure change from their first draft written on December 6th to their second draft which was started on February 2nd. Each student originally wrote a very brief summary of the book, or part of the book told mostly from David's perspective. In their second draft, each student chose one event which happened in the *No David* book and expanded on that event to write a story about it from the character David's perspective. Since the summary of the story changed entirely in each of students' writing samples, it is evident that they each made a macrostructure revision.

Revisions within second draft. The three students made several more revisions in their second drafts than they did in their first drafts. The revisions made by the students were again, predominately spelling corrections, ten of the thirteen revisions made altogether by the students were spelling corrections. Rebecca made two punctuation corrections, while John made one addition making his writing more clear by adding "the cookie" when describing what the character was reaching for. Trevor, however, only made revisions to spelling.

Revisions between second draft and final copy. Very few revisions were made by the students between their drafts. The most common revisions were deletions made by two of the students, which were deleting one or two words from a sentence, i.e. deleting the word "mom" from the phrase "I love you too, mom". The other two revisions were substitutions made by Rebecca and John. Both substitutions were small changes that did not alter the summary of the text. For example, one student changed the sentence "I knew my mom was coming" to "I heard my mom coming", which used the same idea but represented it in a slightly different way. This

type of revision was made by Ms. O during the shared writing activity where within her draft she re-worded a phrase, however kept the same idea.

Revisions within final copy. The students made predominantly surface-level revisions within their final copy. Altogether the students made fourteen revisions, eleven being spelling and punctuation corrections. Rebecca made two substitutions at the word level changing the word "to" to "my" and "some" to "clothes". John made one deletion during the final copy, deleting the word "and".

Table 3

2nd Writing Activity: No David

	Type of Revision	Len	Judy	Rebecca	Trevor	John	Total
Revisions within 1st draft	Spelling	1	1	1	2	1	6
	Punctuation	0	1	0	0	1	2
	Addition	0	0	0	0	0	0
	Substitution	0	0	1	0	0	1
	Deletion	0	0	0	0	0	0
	Distribution	0	0	0	0	0	0
Revisions between 1st draft and 2nd draft	Macro	1	1	1	1	1	5

Revisions within 2nd draft	Spelling	5	3	3	6	1	18
	Punctuation	2	3	2	0	0	7
	Addition	1	0	0	0	1	2
	Substitution	6	5	2	0	0	13
	Deletion	3	0	0	0	0	3
	Distribution	0	0	0	0	0	0
Revisions between 2nd draft and final copy	Addition	4	2	0	1	0	7
	Substitution	2	0	1	0	1	4
	Deletion	2	3	0	1	2	8
	Permutation	1	0	0	0	0	1
	Macro	0	0	0	0	0	0
Revisions within final copy	Spelling	1	2	5	3	0	11
	Punctuation	5	0	2	0	1	8
	Addition	1	0	0	0	0	1
	Substitution	4	0	2	0	0	6
	Deletion	0	2	0	0	1	3
	Distribution	0	0	0	0	0	0

Note. The revisions outlined in the table were made at either the word or single phrase level, unless categorized as a macrostructure change. The revisions at the word and single phrase level are considered as meaning-preserving and are not macrostructure changes that significantly alter the content of the writing.

Teacher feedback. The feedback provided by Ms. O to these three students was very diverse and included both surface changes as well as text-based changes. Ms. O provided several spelling and punctuation corrections on the students' second draft of their "No David" stories. Along with spelling and punctuation corrections, Ms. O made several additions to the students' stories, using single words, whole phrases, and entire paragraphs. For one of the students Ms. O primarily made formal surface-level and meaning-preserving changes including additions as well as one deletion and one distribution revision. Ms. O worked with another student to drastically expand on her original ideas within her second draft by adding more detail and deleting some ideas. Ms. O made the most significant revisions with the third student by changing the summary of the story by adding more content. Ms. O worked with the student through the beginning of his story making spelling and punctuation corrections as well small additions such as the words "but" and "and". The most substantial change was the addition of three new paragraphs containing new content to improve the ending of the story. This was a macrostructure change encouraged and made by Ms. O as the summary of the story was altered from the student's initial second draft.

Classroom 2

Mr. S.

Interview Summary.

Conceptions of Revision. Mr. S believes that revision involves peer revision, teacher revision, and independent revision. He thinks that students need to re-read their work and revise it to help them to write better. However, he says with grade three students he doesn't have them re-write their whole writing piece noting that "it's a little too much for them at this age" (Mr. S, Interview 1). He wants his students to understand that making mistakes in their writing is

common, and that when he provides them with feedback it is to help them, not to insult them. His goal is to teach students to find their own mistakes and correct those mistakes themselves. Mr. S says that he gives his students a chance to revise and improve their writing during the early writing stages, but during the last stage of writing he just wants his students to show what they have learned. He says he understands the purpose for creating more than one draft is to allow students to organize their thoughts and to give them the opportunity to become more comfortable with the process.

Mr. S says he teaches his students revision by teaching them to skim read, to not read every single word but to look for key things in their writing. For example, he noted that he wants students to look for capital letters after periods, capital letters at the beginning of names, and to use "finger-spaces" between their words. Additionally, he wants students to write their pieces so that each paragraph only has one idea. He says that revision instruction changes throughout the year for each type of student, depending on what each student understands about revision. Mr. S says that sometimes the class works on editing for ten minutes before language lessons, however not every day. He says he provides written feedback to his students focusing on the strong aspects of their writing as well as on areas where they can make their writing better to improve their mark. Mr. S says he doesn't like to spend too much time giving them feedback on spelling. He says editing mostly occurs when students conference with him. Mr. S says he primarily focuses on encouraging his students to include sensory words (adjectives) in their writing. He thinks that the most important thing, as well as the hardest thing for students to understand is that they should revise the ideas in their writing, not just spelling and punctuation.

Responding to Policy. Mr. S says that he doesn't think a single student would be able to perform all of the revision expectations from the Ontario Ministry of Education's Language

Curriculum policy documents. Furthermore, he believes that it is important for students to have a firm grasp on a few of the types of revisions, but that it isn't necessary for students to perform all of those types of revisions. He thinks that primary students, in general, do not revise to reorder their writing, and that it's a skill that would need to be taught. Alternatively, he says that he thinks primary students are very good at adding words into their writing, but only if they have prompts such as anchor charts to assist them. Additionally, he feels that when prompted, by the end of grade three students are able to substitute words they have used repeatedly in their writing. However, he thinks revising by deleting words is too challenging for primary students.

Lessons. The lessons and opportunities for the students to write within the unit of narrative writing spanned across two and a half weeks. A summary of the lessons and writing activities are outlined below.

Feb. 22: Mr. S introduced a narrative story topic on the Smart Board to students which read "If you could have any animal in the world, what would it be?" He allowed the students some time to think about this and discuss it with their table groups. Mr. S read *The True Story of the Three Little Pigs* (Scieszka, 1996) as an example of a narrative story addressing the writing by telling his students "I love the words the author is using" (Mr. S, Lesson, February 22). He showed pictures of animals, locations, and possible problems that could arise in a story on the Smart Board. Students were able to view images of alligators, the desert, and a line-up of dogs to provide them with ideas to use in their own stories. In partners, the students made a story outline that included characters, the setting, problem, and solution.

Feb. 27: The students made a foldable to input sensory words they could potentially use in their stories. The foldable was a large piece of paper which was cut to allow flaps to fold up revealing different sensory words, such as sensory words related to touch, sound, and sight.

Sensory words are adjectives that help to describe different elements in the story. Mr. S continuously emphasized for students to use several sensory words within their writing and to "focus on using your imagination" (Mr. S, Lesson, February 27).

Mr. S did a lesson on the beginning, middle, and end of a story. He explained what each part of the story includes, for example, the beginning introduces the setting and the characters, whereas the ending of a story ties up all of the loose ends. The students were instructed to individually write their story using the outline they made with their partner. Although the students worked in partners to make the outline, they wrote the stories themselves.

Feb. 29: Mr. S conferenced with the students about the first writing activity. He added a sticky note to each students' story which included positive comments about their writing, as well as "helping hand" comments which provided feedback to the students on things they could improve in their writing. Students made some of the suggested corrections to their writing during the conference with Mr. S, primarily making spelling and punctuation corrections, as well as some word substitutions. Further revisions by the students were not made after their conference and another draft of this story was not written. See Teacher Feedback under the sections Joel, Ian, and Other Students for further descriptions of the type of feedback given.

Mar. 2: Mr. S started a lesson by showing a picture of a problem that could occur in a story, i.e. a car in a swimming pool, and asked the students to think of a character that could be involved in this problem and to brainstorm possible solutions. The students shared their ideas with their table groups. Mr. S reviewed with the students what is included in the beginning, middle, and end of a story.

Mar. 6: Mr. S showed samples of narrative stories from students in previous years and asked his students to level them from one to four prompting them by saying "When looking for

level 4 work, what do you look for?" (Mr. S, Lesson, March 6). Once the students were finished, the class had a discussion about what level four work includes, such as sensory words, punctuation, a good beginning, middle, and end, and a lot of detail. The teacher gave the students a writing prompt which read "If you could have any magical powers what would you love to have?". The grade three students worked in pairs with a grade four student to either write the introduction or the ending to this writing prompt which allowed the students to practice writing beginnings or endings of stories.

Mar. 7: Mr. S introduced the second writing activity by engaging the students with a puppet show about how the puppet lost his pet chickens. This introduction was used as a writing prompt for the students to use for their story. The students used a graphic organizer to plan their story and then began to write their stories individually. The students produced their writing in a single draft.

Thomas.

Since there was no opportunity for students to produce a second draft for either of the writing activities, students did not make any between draft revisions and thus descriptions of revisions are only categorized as revisions within the first draft.

Thomas understands that good writers use good descriptive words throughout their writing and spell words correctly, noting that good writers "never spell stuff wrong, they always spell stuff correctly" (Thomas, Interview 1). He understands that additions are acceptable to make in a final copy. Thomas says he primarily corrects spelling when he makes revisions to his writing. He does this as he writes his story as well as once he is done writing. Thomas' reasoning for making spelling corrections to his writing is to try to improve his grades. He says that his

teacher primarily gives feedback to his writing surrounding his connecting words and sensory words, as well as correcting spelling.

Individual Writing Activity 1: Animal.

Revisions within first draft. Thomas was absent for a two days during the process of writing this piece and thus a sample of this piece of writing was not obtained.

Individual Writing Activity 2: Lost Chickens.

Revisions within first draft. Thomas made a small number of revisions within his first draft, focusing primarily on spelling corrections. He justified making spelling corrections throughout his story so that he wouldn't get a low mark. He made one word substitution from what he said was the word "ralliding" to the word freaky (see Appendix H for the sample of Thomas' draft). This substitution was made solely based on preference, Thomas said he wanted it to say "freaky castle", so he made the substitution. Thomas said he made all of his revisions after he was done writing.

Joel.

In his initial interview Joel said that between a rough copy and a good copy, he adds descriptive and connecting words. This may mean that he understands that revisions can be made in any stage of the writing process. Joel's idea of revision is making surface-level revisions that involve spelling corrections, word substitutions, and word additions. He revealed that the reason he makes changes to his writing is to get a better mark from his teacher saying that he "likes to spell it right and have it correct so I could have a better mark" (Joel, Interview 1). He said that his teacher provides feedback on his writing about repetitive word use as well as lengthy sentences.

Individual Writing Activity 1: Animal.

Revisions within first draft. Joel made very few revisions to his writing with all revisions being surface-level revisions. Joel made two spelling corrections, one capitalization change and one word substitution; substituting the word "right" for the word "then". Joel made the word substitution during a conference with Mr. S after receiving feedback from him.

Teacher feedback. Mr. S provided positive feedback as well as suggestions for areas to improve on. Mr. S wrote that Joel had great detail and descriptions, as well as good connecting words. As feedback for improvement, Mr. S suggested that Joel change his connecting words as some are repetitive, and he noted that some of Joel's sentences are too long.

Individual Writing Activity 2: Lost Chickens.

Revisions within first draft. Joel made several more revisions on this piece of writing compared to the few revisions he made on his first piece of writing (see Appendix I for the sample of Joel's draft). Joel made three spelling corrections to the words "went", "great", and "yelled", and three capitalization corrections; all correcting the lowercase letter of the character's first name. While writing, Joel said he circled the words he was unsure how to spell correctly so he could go back and check the correct spelling after he was done writing. Joel made one deletion of the word "baby" when describing the chickens, simply saying he wanted to get rid of that word. Joel made three single word substitutions, such as the word "do" to "say". He said that he made these changes to his writing so that he would receive a better mark.

Ian

Ian understands that good writers re-read their writing and correct mistakes they've made noting that "When they finish their work they check it every time. They look at it and if they wrote something wrong, they change it to something else" (Ian, Interview 1). Ian thinks it is important to make changes to your writing so that you can improve as a writer, as well as receive

a better mark. Ian says he makes changes to the punctuation in his writing, as well as substitutes words and makes additions to help his writing look better. He understands that his teacher gives him feedback primarily surrounding punctuation and spelling corrections.

Individual Writing Activity 1: Animal.

Revisions within first draft. Ian made a significant amount of revisions within his first draft. He made nine revisions, with the majority being spelling and capitalization corrections. The corrections to capital letters were made by Ian after being encouraged by Mr. S to make these corrections. Ian also made two word substitutions, and a small phrase deletion which was a repetition.

Teacher feedback. Mr. S provided Ian with some positive feedback pertaining to the good detail in his story as well as the great inclusion of connecting and sensory words. Mr. S commented that Ian needs to remember to use capitals at the beginning of sentences and for character's names, use more periods as there were some run on sentences, and he wrote that the story was a little confusing. During the conference Ian went back through his story and fixed some capital letters.

Individual Writing Activity 2: Lost Chickens.

Revisions within first draft. Ian made fewer revisions on this piece of writing than he made to his first piece of writing during the "Animal" writing activity. Ian made seven revisions in total, three of them being spelling corrections, while one was changing a lowercase letter to a capital letter (see Appendix J for the sample of Ian's draft). Ian made three word substitutions including changing the word "freaked" to "horrified" because he said he didn't think "freaked" was a sensory word. He used the word "horrified" instead hoping it would help him to receive a better mark. After Ian had written his story he said he wanted to split one paragraph into two, so

he asked his teacher to make marks on his page to indicate the beginning of a new paragraph. Ian said making a new paragraph would help him to reach the required three paragraphs.

Other Students.

Individual Writing Activity 1: Animal.

Revisions within first draft. All of the students made either spelling or punctuation revisions (see Table 4). The revisions made were primarily formal surface-level revisions including correcting spelling and capital letters. Only one student, Joseph, made an addition to his story, which was the addition of a sensory word. He also combined two sentences into one sentence, following encouragement from his teacher. Three of the four students made word substitutions. The substitutions were primarily changing transition words or adjectives to similar words, for example, changing "however" to "but".

Table 4

1st Writing Activity: Animal

	Type of Revision	Joel	Ian	Joseph	Cane	Jim	Connor	Total
	Spelling	2	4	0	2	6	1	15
	Punctuation	1	2	2	1	0	2	8
Revisions	Addition	0	0	1	0	0	0	1
within 1st	Substitution	1	2	0	3	3	2	11
draft	Deletion	0	1	0	0	0	0	1
	Distribution	0	0	0	0	0	0	0
	Consolidation	0	0	1	0	0	0	1

Note. The revisions outlined in the table were made at either the word or single phrase level. The revisions at the word and single phrase level are considered as meaning-preserving and are not macrostructure changes that significantly alter the content of the writing.

Teacher Feedback. The feedback aimed at improving students' writing given by Mr. S was predominantly the same for most students. He suggested to all four of the students to include more periods in their writing, as many of their sentences were run on sentences. He suggested that two of the students re-read their stories as some parts were confusing; however the students didn't make any changes to their stories in regards to better organization or clarifying the story after receiving this feedback. Mr. S also gave feedback surrounding the use of capital letters and substituting repetitive words for other words. All students received feedback about spelling corrections they should make. During their conferences, some students made formal surface-level revisions and meaning-preserving revisions including corrections surrounding spelling and capital letters, as well as substituting words. Revisions beyond these were not made by the students during, or after the conference with their teacher.

Individual Writing Activity: Lost Chickens.

Revisions within first draft. One student was absent for the duration of the second writing activity and thus only samples from three other students were collected. All of the students made spelling corrections to their writing, while two of the three students made punctuation revisions (See Table 5). All three students made at least one substitution at the word level. Cane and Joseph made fewer revisions during this writing activity then in the last activity, while Jim made three more revisions than he did in the previous writing activity.

Table 5

2nd Writing Activity: Lost Chickens

	Type of Revision	Thomas	Joel	Ian	Joseph	Cane	Jim	Total
Revisions within 1st draft	Spelling	5	3	3	1	1	7	17
	Punctuation	0	3	1	0	1	1	6
	Addition	0	0	0	0	0	0	0
	Substitution	1	3	3	1	1	3	12
	Deletion	0	1	0	0	0	1	2
	Distribution	0	0	0	0	0	0	0
	Consolidation	0	0	0	0	0	0	0

Note. The revisions outlined in the table were made at either the word or single phrase level. The revisions at the word and single phrase level are considered as meaning-preserving and are not macrostructure changes that significantly alter the content of the writing.

Discussion

Revisiting the Research Questions

This research aimed to understand the several components that exist within the process of primary students understanding and learning to revise. As outlined in the Introduction, the initial questions for this research were as follows:

1. What are teachers' beliefs about revision in primary writing? How do they interpret policy about revision in writing? And how do they enact these beliefs and interpretations in the classroom?

2. What are students' understandings of revision in writing? How do they enact these in their writing? How do students interpret their teacher's instruction and feedback about revision?

While investigating the research questions it was clear that the students from the different classrooms had differing understandings and engagements in revision which reflected the differences between the two teachers' understanding and beliefs. Although revision was understood and enacted differently in the two classrooms, relationships of meaning existed between the teachers' understanding and enactment of revision and their students' understanding and enactment of their teachers' beliefs of revision. The following section examines the results from the study taking into consideration these relationships.

Discussion of Research Questions

Classroom 1.

Relationship between Ms. O's beliefs and the provincial curriculum documents. There is a strong connection between Ms. O's stated beliefs and the expectations outlined in the Ontario Ministry of Education's Language Curriculum policy documents. The curriculum expectations involve surface-level revisions as well as text-based revisions including microstructure and macrostructure revisions. It seems as if Ms. O understood the curriculum expectations as surface-level revisions and macrostructure revisions as she demonstrated and encouraged both of these types. She responded to the expectations for students to "add material needed to clarify meaning", "make revisions to improve the content", "add linking words or phrases", "remove repetition or unnecessary information" and "add or substitute words to increase interest" through modeling as well as encouraging and assisting students during

conferences to revise their "No David" stories in accordance to these expectations (Ontario Ministry of Education, 2006, Using Knowledge of Form and Style in Writing, para. 7).

It appears as if Ms. O interpreted the expectations reading "make revisions to improve the content, clarity, and interest of written work" as making revisions to help writing make sense, which appeared to be what she believed the main goal of revision was (Ontario Ministry of Education, 2006, Using Knowledge of Form and Style in Writing, para. 7). The surface-level and macrostructure revisions that Ms. O emphasized, along with the encouragement she gave students throughout her lessons correspond to this belief.

It appeared as if Ms. O prioritized macrostructure revisions over local level microstructure revisions. A type of revision involved in the expectations that was not addressed by Ms. O was "reordering sentences," which in some instances could be described as a microstructure revision as it is a change made at the local level that does not necessarily affect the summary of the text, as a macrostructure revision would. The emphasis Ms. O put on macrostructure revisions, and the absence of microstructure revisions in her instruction and encouragement makes her prioritization of macrostructure revisions apparent. Her interpretation of macrostructure revisions appears as if it involves starting the majority of the draft over entirely while keeping a small amount from the initial text. Therefore, these macrostructure revisions alter the summary of the text by changing the content, but are perhaps simpler to make than microstructure revisions because they don't require the writer to take surrounding content into consideration. This encouragement to her students to make macrostructure revisions suggests that Ms. O believes her students are capable of demonstrating most of the expectations outlined in the curriculum with assistance. Additionally, it seems as if Ms. O is confident in her

own practice of teaching as she sets high expectations in regards to understanding and making revisions for each of her students.

The expectations outlined in the curriculum imply that students should make revisions independently. However, Ms. O encouraged her students to fulfill the expectation for students to "make revisions to improve the content, clarity, and interest of their written work using several types of strategies" with assistance, rather than independently (Ontario Ministry of Education, 2006, Using Knowledge of Form and Style in Writing, para. 7). Thus, it appears as if Ms. O interpreted the expectations in a way that meant students should make the revisions outlined with assistance. It can be inferred that Ms. O's beliefs about revision had a substantial influence on how she interpreted the provincial curriculum documents; which ultimately also influenced how she taught and assisted her students in making revisions, and which types of revisions she focused on.

Relationship between Ms. O's beliefs and her practice. Ms. O's stated beliefs about revision were consistent with what she modeled and taught to her students about revision. Ms. O's belief that revision involves ensuring that writing makes sense was reflected throughout instruction and conferences in which she encouraged her students numerous times to review their own writing and to revise it to help it to make sense, influencing her students with her own beliefs. She also believed that revision as a whole meant checking over the writing, which was evident through the writing activities she assigned to her students which allowed them ample opportunity to review their writing and make multiple drafts. Furthermore, Ms. O's belief that revision involves expanding sentences by adding detail was apparent through the specific lessons she did where she modeled adding adjectives to sentences as well as through her encouragement to her students to add adjectives while conferencing with them during the "Stanley" and "No

David" writing activities. Ms. O believed that revision is learned in steps, which was evident through her approach of gradually introducing different types of revision. This strategy allowed students to learn the different types of revisions outlined in the curriculum without teaching all of the kinds of revisions at once, which could result in students feeling overwhelmed. Additionally, it allows students time to learn and sometimes practice each type of revision individually or in combination with another type before attempting to engage in all of the types outlined in the curriculum. Although it is clear that Ms. O believes macrostructure revisions are a part of revision as she addressed them through demonstration and encouragement, she did not explicitly acknowledge that making macrostructure revisions or changing an entire piece of writing was a part of revising. It is apparent then, that Ms. O acknowledged her beliefs and recognized how she wanted to teach revision to her class and then worked to implement it into daily instruction in a timely and efficient manner.

Relationship between Ms. O's practices and students' beliefs and practices. There appeared to be a consistency between Ms. O's instruction concerning revision on one hand, and her students' conceptions of revisions and the types of revisions they engaged in on the other. The data obtained through interviews and observations revealed Ms. O's beliefs about revision and how she acted on them; however it is through closer analysis that we can understand the existing connection between Ms. O's instruction and her students' beliefs and practices regarding revision. Ms. O's understanding that revision involves ensuring that writing makes sense heavily influenced her students' reasoning behind making revisions. Both Len and Judy acknowledged that they made changes to their writing to help it make sense, and justified several of their revisions by saying that their initial texts didn't make sense. Ms. O's belief that revision involves checking over writing was also a belief both Len and Judy expressed. Additionally, similar to

Ms. O's understanding that revision involves surface-level changes as well as revising for content, her students understood that revision involves both of these types of changes as well. They acknowledged this belief through their interviews and enacted on this in their writing.

The connection between Ms. O's teaching and her students' actions is evident through the types of revisions all of the students made. All of the kinds of revisions modeled by Ms. O were demonstrated repeatedly by the students at one point or another after instruction, both with and without assistance. A connection can also be made between what Ms. O did not teach, and the type of revision her students did not engage in. Reorganizing text was a type of revision that was not modeled or encouraged by Ms. O; similarly, none of the students made this type of revision at any point. Furthermore, Len had acknowledged that he would have liked to re-order the events in his story but thought it was too late to do so once he had finished his second draft of the "No David" story. In contrast, at least one time, all of the students made each type of revision demonstrated by Ms. O and did not show any sort of understanding of how to rearrange text. Similarly, very little emphasis was placed on microstructure revisions by Ms. O; and her students did not make microstructure revisions. Overall, during the progression of writing activities, the types of revisions made by students changed, the number of revisions per draft increased, and the quality of revisions improved. These differences in the students' writing from the first writing activity to the final writing activity are consistent with the instruction and encouragement from Ms. O during the weeks between the first and final writing activity.

In summary, Ms. O's beliefs, and her interpretation of policy and instruction appeared to influence her students, both in their understanding of revision, and their practice of revision. The Ministry of Education's goal of revision, "to improve the content, clarity, and interest of written work" was adopted by Ms. O, expressed in her teaching, understood by the students, and enacted

in their writing. Additionally, students in her class showed that they were capable of demonstrating, with assistance, most of the surface-level and text-based revisions outlined in the curriculum.

Relationship between students' beliefs and their practices. There is a connection between the students' beliefs concerning revision and the types of revisions they demonstrated throughout their drafts in the different writing activities. Len and Judy believed that revision could involve changing ideas in a story and the entire piece as a whole, which could be understood as making macrostructure revisions. The students demonstrated macrostructure revisions in their "No David" stories by starting them over completely while keeping a small idea from their initial texts, which qualifies as a macrostructure change however is a much different approach to this type of revision compared to those made by experienced writers. Whereas experienced writers make macrostructure revisions taking into consideration the rest of the text, Ms. O's students made macrostructure revisions by starting their writing over, which is a less cognitively demanding task. In their interviews, both Len and Judy appeared to understand that revising involved making surface-level and macrostructure revisions; however they did not acknowledge any sort of understanding for making microstructure revisions. Consistent with this, was their lack of any microstructure revisions, including reorganizing text.

Both students who were interviewed had a good understanding of what was involved in revision, and this understanding was reflected in the higher level types of revisions they made. Len and Judy were able to understand revision and make revisions in the same way experienced writers do, but at a lower level. Their revisions had characteristics of macrostructure revisions, but were not done in the same way or at the same level experienced writers make macrostructure revisions. Len's and Judy's belief that revisions are made to help writing make sense was

demonstrated through their justifications for making revisions to their texts. This belief seemed to encompass their goal for making revisions, which is a more sophisticated way of thinking about revision in a way that experienced writers would; understanding it in terms of meaning and audience.

Classroom 2.

Relationship between Mr. S's beliefs and the provincial curriculum documents. Mr. S's stated beliefs about revision were mostly inconsistent with the expectations for revision outlined in the Ontario Ministry of Education's Language Curriculum policy. Mr. S addressed the expectations stating that he "hopes that's what we're doing", however no revision instruction was observed and thus it appeared as if he was not teaching the expectations for revisions to his students.

It appeared as though Mr. S acknowledged that the expectations outlined in the provincial curriculum policy documents address both text-based revisions and surface-level revisions; but he believed his students would not be capable of doing all of these revisions and thus did not address the majority of the expectations for revision. Mr. S stated that he believed that the most important thing about revision was for students to understand that they should revise the ideas in their writing, acknowledging that revision involves macrostructure revisions. This corresponds to the expectation for students to "improve the content, clarity, and interest of written work" (Ontario Ministry of Education, 2006, Using Knowledge of Form and Style in Writing, para. 7), however it is not evident that Mr. S understood the curriculum expectations to include macrostructure revisions as he did not address the expectations that went beyond surface-level revisions such as reordering sentences, removing unnecessary information, adding material to

clarify meaning, adding linking words, and most importantly, making revisions to content to improve the content and clarity of written work.

A further inconsistency exists between Mr. S's belief about producing drafts and the curriculum expectations. Mr. S stated that he doesn't have his students revise their entire piece of writing because it was too much effort for them. This belief is largely inconsistent with the expectation stating that students should "produce revised, draft pieces of writing" (Ontario Ministry of Education, 2006, Using Knowledge of Form and Style in Writing, para. 8). Due to what appeared to be a limited understanding and depiction of the expectations outlined by the Ontario Ministry of Education, it seemed as if Mr. S was inattentive to the expectations for revision and demonstrated this through his stated beliefs.

Relationship between Mr. S's beliefs and his practice. Though some connections can be found between Mr. S's stated beliefs about revision and his teaching, the connection between his beliefs and his actions were mostly discrepant. A connection that did exist between Mr. S's belief and his practice is his belief that grade three students are not capable of revising an entire piece of writing and the writing he assigned to his students. None of the writing assignments that Mr. S's students engaged in provided them with the opportunity to make revisions between drafts. Revising between drafts is a much different experience which provides the opportunity for macrostructure revisions to be made. Mr. S's belief that students are not capable of revising an entire piece of writing caused him not to assign students to write multiple drafts. Therefore, he did not allow the students the opportunity to explore revision and make revisions beyond surface-level changes. A strong connection exists between the encouragement Mr. S gave his students and his belief that they should focus on including sensory words in their writing and the appropriate use of grammar in addition to making spelling corrections. In most instances,

students were not given the opportunity to revise their texts based on these instructions; rather, he appeared to expect students to avoid these errors in their future writing assignments. It appears then, that Mr. S was more interested in having his students learn to draft, and draft correctly, rather than revise.

As aforementioned, some of Mr. S's stated beliefs were largely inconsistent with his practice. He believes that for students to be able to effectively revise their writing, they need practice. Students practiced drafting during the writing activities, but the opportunity for students to practice revision was not observed. Mr. S also stated that he believed that the most important thing about revision was for students to understand that they should revise the ideas in their writing; however this belief was not reflected in the encouragement and opportunities he gave his students. Recall, for example, that Mr. S gave two students feedback which noted that some parts of their writing were confusing; however there was no opportunity for these students to actually revise their texts. Additionally, although Mr. S stated that students should revise "their ideas", modeling or instruction on making revisions for content was not observed. It appeared as if then, that Mr. S showed some inconsistencies in his teaching. Firstly, he appeared confused about whether or not he expected students to make meaning-level revisions. Secondly, he appeared confused about whether he expected students to learn to revise a given text, or simply to avoid similar errors in drafting future texts.

Relationship between Mr. S's practices and students' beliefs and practices. There appeared to be a connection between Mr. S's inclusion of revision in the classroom, and the beliefs and practices of his students. The connection between Mr. S's encouragement for revision and the revisions made by his students is reflected in the independent revisions the students made while drafting, which were surface-level changes. The students' interpretation of Mr. S's beliefs

stemmed from the feedback given to them during conferencing which included surface-level revisions. It appeared as though students were not taught revisions beyond this level and thus their beliefs and actions did not include an understanding of revising for content or revising using different types of revisions, i.e. microstructure, macrostructure, meaning-level revisions.

There also appears to be a connection between Mr. S and his students concerning the motivating factor for making revisions. The connection between Mr. S's belief that students should revise to get better marks and what motivated his students to revise is evident in the responses students gave during the interviews as to why they revise. Skilled writers revise with goals that consider the text as a whole, and have audience related goals. The students in Mr. S's class had much simpler goals for revision which included receiving a better grade and to make surface-level revisions. It appeared as if the students were not exposed to revisions beyond the surface-level, and thus their goals reflected this understanding of revision and did not encompass making revisions to improve content and clarity for the reader.

Ultimately, the students in Mr. S's class were able to respond to the revision encouragement they received from Mr. S, providing evidence that the students in this classroom were able to take up the revision prompts from their teacher. Since they were able to respond to surface-level revision encouragement, it raises the question of whether given the opportunity they would be able to respond to instruction and encouragement of revisions beyond the surface-level.

Relationship between students' beliefs and their practices. There was a connection between the students' understanding that revision involved primarily surface-level changes and the types of revisions made by each of them. However, some students' explanation of what they believed revision involved, was inconsistent with their practice. The connection between

Thomas' and Joel's understanding that revision only involves surface-level changes is reflected in the surface-level revisions they made. Additionally, both Thomas and Joel circled unfamiliar words as they wrote their stories to remind themselves to go back to check the spelling of those words, giving further evidence that surface-level revisions were a high priority when revising. Ian's understanding that revision means making punctuation changes as well as word additions and substitutions was only somewhat reflected in his writing where he made spelling corrections, word substitutions and punctuation corrections, however did not make any word additions. Similarly, Joel did not make any word additions although he believed that this was involved in revision. None of the students understood that revision could include using a variety of revision types including both surface-level revisions and text-based revisions, and thus there was very little variety in the kinds of revisions they made. Furthermore, none of the students recognized goals for revision beyond surface-level goals, and thus did not take the whole text or the audience into consideration when revising.

All of the students interviewed understood revision as only making-surface level revisions. Like their teacher, some of the students seemed confused in what they believed revision involved. It was not observed that Mr. S put his belief into practice that revision involved revising for content, just as some of his students' understanding of revision was only partly reflected in the revisions they made. Perhaps their limited opportunity to practice revision and what appeared to be a lack of revision instruction explains the students' confusion in their own understanding of revision and what types of revisions are appropriate to make.

Relationship to Previous Research

Very little systematic research has been done on the revision practices of primary students and their teachers. Additionally, current experimental studies have not examined how

students interpret and respond to their teachers' beliefs and instruction on revision. Even though only a small number of studies have researched whether primary students are able to independently make the sophisticated types of revisions that are characteristic to more experienced writers (Perez, 2001; Dix, 2006; Faigley & Witte, 1981), researchers and policy makers have been emphasizing that primary students should be engaging in making revisions to content, and that their teachers should be encouraging them to do so (Cutler & Graham, 2008; Ontario Ministry of Education, 2006). The following section demonstrates how this study compares to and expands on previous literature, and provides some insight into the area of revision in the primary classroom.

Previous Research on Revision. This section will discuss how the results of this study relate to previous literature outlined in the Literature Review. It will show how the findings in this study differ in some ways from the experimental research, however show several resemblances to the findings from whole language research.

In contrast to some revision studies (Faigley & Witte, 1981; Sommers, 1980; Van Waes Schellens, 2003) this study found that some grade three students were capable of making revisions described as typically being done only by experienced writers. As reviewed in the Literature Review, previous research found that experienced writers made a large number of revisions that focused on the content in their texts and on the compositions as a whole, while inexperienced writers focused on surface-level revisions. In this study, it appeared that some of the third grade students were able to make revisions of greater scope than previously found in research on young writers. Two of the students were able to make macrostructure revisions independently, while five of the students were capable of effectively revising the content in their texts with assistance. A further finding in this study was that students were able to use a variety

of revision strategies to revise their texts; a practice described previously as only in the experienced writer's repertoire (Faigley & Witte, 1981). The students made macrostructure changes, additions, substitutions, as well as formal surface-level revisions. Although previous literature demonstrated that young writers do not typically make macrostructure revisions, this study found that though some grade three writers do focus solely on surface-level revisions, other grade three students were capable of making macrostructure revisions which was perhaps influenced by the relationship that existed between their teachers' beliefs and instruction and their interpretations of their teachers' beliefs.

An important observation regarding how the third grade writers made macrostructure revisions helps to explain the discrepancy between this study and previous literature regarding young writers' ability to revise for content. Similar to whole language research (Graves, 1983), this study found that students made macrostructure revisions by disregarding their first draft almost entirely, and creating a subsequent draft while only referring to their initial text occasionally to borrow some ideas for their new story. Using this approach, students did not have to revise existing text and integrate it into the remaining content, which could be seen as a more cognitively demanding task as it demands more resources from their already limited working memory.

In addition to showing sophisticated kinds of revision behaviour, the current study suggests that primary students can attain a more mature conception of revision than that demonstrated in the previous literature (Scheuer et al., 2006). The students in this study from Mr. S's class had a lower level of understanding of revision and viewed it as making surface-level changes, which resembled the perceptions of the young writers in Scheuer et al.'s study. In contrast, the students from Ms. O's class were able to recognize goals of revision including

communicable goals, and that revisions include altering the content in their writing. Previous research had not identified the reasons behind students' perceptions of revision. This study suggests that the students' understanding of revision reflects their teachers' beliefs and understanding, and suggests that the perceptions of revision that students have can vary between classrooms depending on how the students interpret their teachers' understanding and beliefs about revision.

The current study extended previous research on third grade writers by looking at the connection between what the students were taught about revision and how they understood this instruction and encouragement to help in understanding students' revision practices. Neither Dix (2006) nor Chanquoy (2001) examined the relationship between the types of revisions made by the students and the revision instruction the students' teachers provided to them in their study on the revision practices of third grade writers. Three of the nine students in Dix's study made meaning-level revisions, however it was not identified whether these three students were from the same classroom, and whether their macrostructure revisions paralleled the type of revision instruction they were receiving from their teacher. Likewise, the students in Chanquoy's study focused primarily on surface-level revisions, but it was not revealed what type of revision instruction those students were receiving either. Thus, this study adds to the research that found that the revisions made by grade three writers vary between students, and extended the research by observing that there was a consistency between the types of revisions made by students and the type of revision instruction they were receiving.

Although the current study's results differ from experimental studies, they resemble the findings by McCormick Calkins (1994) and Graves (1983) in whole language research. Whole language literature has found that early elementary students are able to make revisions with

persistent encouragement through conferences and scaffolding (McCormick Calkins, 1994; Graves, 1983). Similarly, this study found that the teaching techniques used by Ms. O which included student-teacher conferences and gradually releasing revision techniques and strategies while scaffolding students' engagement in revision lead to students having a good understanding of revision and how to make revisions. Graves indicates that the order of children's development as revisers begins with spelling, then motor-aesthetic issues, followed by conventions (punctuation, capitalization), topic and information, and finally, major revisions (addition and exclusion of information, reorganizing). The students in the current study from both classrooms demonstrated this order of development. The students in Ms. O's class who appeared to have a strong understanding of revision were able to engage in different types of revisions through each development stage, beginning with spelling corrections and ultimately making major revisions in their final drafts of the "No David" writing activity. In contrast, the students in Mr. S's class appeared to be in the beginning stages of development revising only for spelling and conventions. Thus, this study indicated that using scaffolding to teach revision is an effective strategy to assist some primary students to progress through all of the stages of development as revisers. Additionally, it has shown that depending on the type of instruction and encouragement from the teacher, students in the same grade level will vary in their development as revisers.

Previous Research on Teacher Feedback and Teacher Instruction on Revision.

Teacher feedback. This study found that the type of feedback provided to grade three students differed between the two classrooms, apparently resulting in both an agreement and a contrast to the previous research on feedback provided by grade three teachers. Studies by Matsumura et al. (2002) and Clare et al. (2000) that looked at the feedback teachers provided to third grade students found that feedback focused primarily on surface-level revisions. This

parallels the feedback Mr. S provided to his students which focused on formal surface-level revisions and meaning-preserving revisions. However, the feedback Ms. O provided to her students went beyond just surface-level revisions and was very diverse including meaning-preserving revisions as well as macrostructure changes. This feedback appeared to help her students to make these types of revisions in their writing. Thus, this study showed that when third grade students receive feedback beyond surface-level changes some of them are able to respond to this feedback and make effective revisions to their writing.

Revision Instruction. Just as previous literature found that sixth grade students were able to respond to revision instruction by making more revisions (Fitzgerald and Markham, 1987; Brakel Olson, 1990), it appears in this study too that revision instruction may assist some primary students to be capable of making the types of revisions they are taught and encouraged to make. Both of the previous studies found that sixth grade students who received instruction of revision made more revisions than students who did not receive revision instruction. Additionally, Brakel Olson found that the students who received revision instruction made more revisions concerning content than the students who did not receive revision instruction. When the third grade students in this study were taught and shown how to revise, they were able to take up this instruction to make a diverse amount of revisions in their own writing. However, when students were not given instruction on revision, they made fewer and less varied types of revisions including only surface-level revisions. Therefore, this study with third grade students supports the results found decades ago in the studies with sixth grade students by Fitzgerald and Markham (1987) and Brakel Olson (1990) and suggests that we can extend them to the primary grades.

The Emphasis for Revision in the Classroom. Although very little systematic research has been done on the revision practices of primary students, researchers and policy makers have specifically emphasized that these students should be making revisions for content (Cutler and Graham, 2008; Chenoweth, 1987; Ontario Ministry of Education, 2006). Due to the little amount of existing research in this area, it appears as though researchers and policy makers speculated that primary students would be able to make macrostructure revisions and respond to encouragement from teachers to make these types of revisions, which was previously thought as an experienced writer's practice. It appears though, that some third grade students are able to take up their teachers' instruction and perform revisions for content with assistance as well as independently. All five of the students in Ms. O's class who consented to have their writing samples analysed made revisions for content at one point or another throughout the research. Thus, perhaps the call for emphasis on teaching higher level revisions and the expectation for students to revise for content could be valid as it appeared in this study that the types of revisions that were demonstrated in the classroom by teachers was taken up by the students; whether it was at the surface-level or the text-based level.

A Cognitive Interpretation of the Students' Revisions

It has been suggested that young writers may not revise as extensively as experienced writers because of working memory limitations (McCutchen, 1996; Kellogg, 1987). Since the revision process along with the translation and planning processes relies on the writer's working memory, Kellogg (1987) suggests that the other processes which occur during writing divert resources from the revision process, causing the revision process to suffer. Ultimately, due to working memory limitations, young writers may not engage in macrostructure revisions at all. Scardamalia (1981) explains how writers must keep in mind the linguistic as well as extra-

linguistic features when revising, i.e. the knowledge they have of their subject, what they want to communicate, and who they want to communicate to, while simultaneously manipulating words and sentences in order to express their ideas appropriately. Scardamalia suggests that it is likely that the integration of all of these elements leads to cognitive overload, consequently leading to the neglect of revision on the level of meaning by inexperienced writers. However, the students in Ms. O's class who would be considered as young and inexperienced writers were able to make macrostructure revisions to their "No David" stories with assistance, and two students were able to independently make macrostructure revisions to their "Chubby Snowman" stories. The question arises then, as to why these students were able to revise for content when research has suggested that most writers at their developmental level are not capable of doing so.

Since the students in Ms. O's class became familiar with the extra-linguistic features that Scardamalia wrote about, this knowledge could be stored in their long-term memory and as a result could enable them to have more resources and storage within their working memory to use toward making macrostructure revisions. Long-term memory stores output from working memory (Van Gelderen & Oostdam, 2004). Van Gelderen & Oostdam explain that to effectively revise content the writer must have the relevant knowledge in their long-term memory that they can retrieve and use to judge the quality of their text. If the writer has the appropriate knowledge stored, i.e. knowledge of extra-linguistic features, they are able to use this knowledge to appropriately revise for content. Before and during writing their drafts Ms. O's students became familiar with the subject matter, what they wanted to communicate, and who they were communicating to. Since the students were writing multiple drafts of the stories over a long period of time, they had time and practice to familiarize themselves with the topic knowledge. Furthermore, both individual writing pieces where students exhibited macrostructure revisions

were based from a story or a poem which they revisited more than one time, furthering their knowledge of the subject matter. Additionally, with each of the individual writing activities, students were given the opportunity to plan their stories before writing them. This allowed them to organize their thoughts and think about what content they would like to include in their texts before beginning to write. Thus, they became familiar with what they wanted to communicate before they began translating their ideas onto their drafts. Ms. O had indicated that her students write every day. With the amount of writing that occurs in Ms. O's classroom, the students had a lot of practice and time throughout the year to familiarize themselves with who they were writing for, i.e. Ms. O.

Educational Implications

After observing the relationship that existed between the teachers' understanding and enactment of revision and the students' understanding and interpretation of their teachers' beliefs of revision, it was clear that the students in this study understood their teachers' beliefs and instruction and were able to take this up in their writing. It can be seen how Ms. O's instruction practices demonstrate effective revision instruction which could be modeled by other primary teachers; after all, it is especially important for students who are first learning to write to receive adequate writing instruction (Cutler and Graham, 2008). The following section discusses how some features of Ms. O's instruction could, with further research support, be useful for other educators when teaching revision.

This research showed that the strategy of gradually releasing revision responsibility to students was an effective way to get students to revise their writing. Children learn different types of revision with help from their teacher first, before they engage in these types independently (Graves, 1983). Thus, a shared writing activity where students watch their teacher

model revision is an effective way to introduce revision. Then, students work in small groups or partners to write and revise their texts which allow them to brainstorm ideas and practice revision together encouraging peer feedback. Finally, students are given the opportunity to independently write and revise using the ideas and skills learned through the shared writing activity, modeling, and group work. McCormick Calkins (1994) writes that when teachers do something often enough, such as modeling revision, children will begin to mimic them. The gradual release strategy can also be used to introduce the different types of revision to students through modeling and teaching surface-level revisions before moving onto demonstrating text-based revisions. This gradual release of information allows students to understand different types of revisions in a process that is not too overwhelming as they are given the opportunity to practice the different kinds of revisions in isolation as well as in combination.

This research also suggests that fictional stories involving revision can be a useful tool to integrate into lessons about writing and revision. Books can be used to introduce writing activities to students which act as writing prompts to stimulate interest and can be re-visited throughout the process; familiarizing students with the material they are writing about, which is a feature that helps students to engage in revising for content. The practice of revising can also be demonstrated through children's literature which engages students while demonstrating and teaching them about revisions. For example, the book *Chester the Cat* (Watt, 2009) demonstrates macrostructure revisions by embedding them throughout the narrative.

This research suggests that instilling a high level of motivation is important for teaching students to revise. Children are more likely to be intrinsically motivated when they feel as if they have more control over their actions and choices, rather than being controlled by someone else (Guthrie, 2000). For example, allowing students the opportunity to choose the format to write

their stories in, such as making their text into a story book or a one-page piece. McCormick Calkins (1994) encourages educators to allow students choice in choosing which pieces of writing to focus on; ultimately giving students the responsibility of re-imagining and revising their own work, which may result in more care taken in their writing.

Another practice suggested by this research is frequent, sustained time for writing, including time allocated specifically for revision. McCormick Calkins (1994) suggests that teachers need to encourage children to write more, and that this is especially true for third graders. To promote this, students need to be given more time for writing, which will ultimately allow more time to review and revise their stories. Additionally, allowing students the opportunity to write multiple drafts allows them to become comfortable with the topic they were writing about familiarizing them with the extra-linguistic features of writing, ultimately permitting more resources in their working memory to use toward revision (see previous section). Perhaps the familiarity the students will gain with their writing topics through multiple drafts will allow them to take risks in their revising, such as making macrostructure revisions to alter their stories.

This research suggests that perhaps the researchers that recommend that revision should receive more emphasis from primary teachers are correct in their concern. It was shown in this study that through effective and timely instruction, some students are capable of making several revisions including the types of revisions thought to only be made by experienced writers. Thus, regardless of the developmental implications that suggest that the limited capacity of the working memory in children threatens their ability to engage in the revision process, perhaps with the right approach and strategies to teaching revision teachers can effectively teach their students about macrostructure revisions and ultimately have them engage in revising for content and

meeting the expectations outlined by the Ontario Ministry of Education. Therefore, although researchers and policy makers thought that primary students should be able to make revisions for content before much research in the area had been conducted, this study provides further evidence that some grade three students could be capable of making the types of revisions encouraged by the Ontario Ministry of Education when the types of strategies outlined above are effectively implemented.

Limitations

One limitation to the study was that there were only two teacher participants, and thus only two classrooms that could be analyzed. Although a strong relationship between the teachers' beliefs on revision and what they taught and the students' interpretations and the revisions they made was found in both classrooms, it cannot be determined that the same type of relationship exists within other primary classrooms.

A further limitation is the small number of student participants in Ms. O's classroom. Only two students consented to being interviewed and only five students in total consented to have their writing samples analysed and thus the revision beliefs and practices of students who did not consent remain unknown. It would have been beneficial to observe whether all of the students in the class were making the same types of revisions as the five students were, and whether all of the students were responding to their teachers' revision instruction in similar ways. Overall, although this research could be considered transferrable, the limited number of both teacher and student participants threatens the ability to make broad generalizations.

Additionally, it cannot be determined whether grade three students in other classrooms would respond as positively to the type of encouragement and instruction Ms. O gave to her students. Although the students in this study were able to take up what Ms. O taught, only one

incidence of this instruction and response was researched and thus it is unknown whether other students would be able to benefit from the same instruction from another teacher.

Since the study just looked at the process of one writing activity over a short period of time, it is unknown whether students were consistent with their revision practices after the observation period was over. Students in Ms. O's class were able to respond to their teachers' instruction and effectively make revisions in their own writing during the duration of the research, so it would be interesting to see whether the students continued to make similar revisions in their writing after the research ended.

In contrast, the students in Mr. S's class were not given the opportunity to write more than one draft of their story. Thus, observations were only made on the types of revisions that were made within a draft, and not between drafts. Although it seemed as if the students in Mr. S's class were making revisions which corresponded to their understanding of revision, it is possible that some students would have made different revisions between drafts.

Direction for Future Research

The findings from the current study need to be replicated to determine whether the relationship found between teachers' beliefs and instruction and students' interpretation and revisions is constant in other classrooms. Furthermore, it is unknown whether the type of instruction and encouragement Ms. O gave to her students would be received as positively by other students from a different teacher. This can be researched by looking at whether a group of students is able to make similar revisions made by the students in Ms. O's class after learning revision in the same way as Ms. O taught it. The approaches Ms. O took to teaching revision were beneficial to her own students; however it cannot be determined whether these same approaches would be just as beneficial to other primary students. Also, although in this study

some students were able to make macrostructure revisions independently, Ms. O assisted several students in making a variety of revisions. It would be useful to know whether these students were able to effectively revise their texts independently. Thus, a longer study observing the revision practices of primary students for an extended period of time could determine whether most students are able to make the types of revisions outlined in the provincial curriculum documents independently.

Additionally, it would be interesting to see whether the revision skills and strategies the students initially used were continually used in their writing beyond the observation period, throughout the remainder of the school year and perhaps into the next school year. A longitudinal study of students writing and revising throughout the school year could help in determining whether students are able to continue to use the revision skills they initially learn.

One type of revision which was not taught by either teacher or exemplified by any of the students was reordering. Since this is an expectation for grade three students outlined in the Ontario Language Curriculum policy documents, it would be interesting to see whether students are capable of making such revisions.

The feedback given to students and the conference style differed between Mr. S and Ms. O in this study. Mr. S met with small groups of students whereas Ms. O met with students individually. In this study, the type of feedback given and the number of revisions made by students during the student-teacher conferences differed. Further research could investigate if students respond differently to feedback when they conference with teachers individually as opposed to in small groups. It would be interesting to compare and contrast the benefits of student-teacher conferences with students individually and with students in small groups.

Comparing and Contrasting the Relationships Within and Between Classrooms

Connections existed within each classroom between the teachers' beliefs and interpretation of revision and their practices, and their students' understanding and enactment of revision, but these connections had different effects on the two groups of students. It appears that Ms. O had a deep understanding of revision which paralleled most of the expectations outlined by the Ministry of Education. She taught and encouraged these expectations to her students who were able to perform these revisions both with assistance and independently, including macrostructure revisions. This connection between Ms. O and her students resulted in the students' understanding and enactment of revision resembling that of more experienced writers, but in a smaller scope. They understood that an important goal of revision is to consider the audience, and they were able to make revisions to the global text; although their approach to making macrostructure revisions was different from skilled writers. In contrast, Mr. S's practices were not particularly consistent with the expectations outlined by the Ministry of Education and it appeared that the inclusion of revision in the classroom was very limited. Thus, his students lacked mature revision goals and only understood and made revisions at the surface-level and did not take the entire text into consideration when revising.

What students choose to do is affected by what their teacher expects them to do; which is demonstrated through the ways the teacher conveys their expectations (McCormick Calkins, 1994). It seems then, that an engaging and encompassing writing program like Ms. O's where the teacher encourages and expects students to engage in a variety of revision types will help students to understand and engage in revision in similar ways to experienced writers.

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Appendix A

Revision in Grade Three Writing

LETTER OF INFORMATION
for teachers

Introduction
My name is Jackie Ehrhardt and I am a Master's of Education student at the Faculty of Education at The University of Western Ontario. I am currently conducting research into students' revision of writing in grade three classrooms and would like to invite you to participate in this study.

Purpose of the study
The aim of this study is to understand revision within the primary classroom from the perspective of you and the students within your classroom.

If you agree to participate
I will be observing the writing program within your classroom by following the progress of one particular writing activity. During this process you will be asked to participate in two brief 30 minute face-to-face interviews concerning your classroom writing program and your views of revision. Similarly, six students will be asked to participate in two 15 minute interviews addressing their attitudes and perspectives on revision and writing, in addition to addressing questions based on their writing sample. The interviews with the students will occur during class time, in a quiet area near the classroom. Each interview will be audio-recorded and I will transcribe each into written format. I will observe lessons, teacher-student conferences with the students of interest, and other activities involved with one writing activity. Any lesson which involves the writing activity will be video-recorded to ensure accuracy of records. To include a range of abilities, you will be asked to nominate six students within your class to participate in interviews; two students who are considered to be low-achieving in writing, two students who are medium-achieving in writing, and two students who are high-achieving in writing. I will analyze writing samples composed during the activity by all of the students from your class. My research will begin as early in the school year as is convenient for you.

Confidentiality
The information collected will be used for research purposes only, and neither your name nor information which could identify you will be used in any publication or

presentation of the study results. All information collected for the study will be stored in a locked cabinet and electronic information will be stored in password protected computer files. After the defence and publication of my thesis, I will keep all data collected for 5 years, and then destroy all audio and video-data, as well as written data and writing samples.

Risks & Benefits
This study provides an opportunity for you and your students to reflect on writing. There are no known risks to participating in this study. Your name and the place of your employment will not appear in the report, however, it is possible that your identity may be guessed by some people based on the description of your writing program.

Voluntary Participation
Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the study at any time with no effect on your employment status.

Questions
If you have any questions about the conduct of this study or your rights as a research participant you may contact the Office of Research Ethics, The University of Western Ontario at ***-***-****. If you have any questions about this study, please contact Jackie Ehrhardt at ***-***-****. You may also contact Dr. Perry Klein, my thesis supervisor, at ***-***-**** ext. *****.

This letter is yours to keep for future reference.

Jackie Ehrhardt

Revision in Grade Three Writing

Researcher: Jackie Ehrhardt
Thesis Advisor: Perry Klein

CONSENT FORM

I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction.

Name (please print):

Signature: Date:

Name of Person Obtaining Informed Consent: Jackie Ehrhardt

Signature of Person Obtaining Informed Consent:

Date:

Appendix B

Revision in Grade Three Writing

LETTER OF INFORMATION
for students

Researcher: Jackie Ehrhardt

My name is Jackie and I would like to tell you about a study that involves how students write stories and how they make changes to their writing. I want to see if you would like to be in this study. I will be in your classroom watching some lessons and also talking to you and your teacher.

Why is she doing this study?
I want to see how you and some of your classmates write, and make changes to your writing.

What will happen to you?
Here are some of the things that will happen if you want to be in this study:

1. I will talk to you twice. The first time I will ask you questions about how you feel about writing and how you write. The second time I will ask you questions about a story you wrote.
2. I will be in your classroom to watch some Language Arts lessons.
3. I will make a copy of one of your stories that you have written in class for my study. I won't show it to anyone else.

Will there be any tests?
There will not be any tests and anything you do in the study will not matter to your grades.

Do you have to be in the study?
You do not have to be in the study if you do not want to. If you don't want to be in this study, you can say so. Even if you say yes to be in the study now you can change your mind later. It's up to you.

You can ask me any questions at any time, now or later. You can talk to your teacher and your family too if you have any questions.

I want to participate in this study.

_____

Printed Name of Child

_____ _____

Child's Signature Date

Name of Person Obtaining Informed Consent: Jackie Ehrhardt

Signature of Person Obtaining Informed Consent:

Date:

Revision in Grade Three Writing

LETTER OF INFORMATION
for students

Researcher: Jackie Ehrhardt

My name is Jackie and I would like to tell you about a study that involves how students write stories and how they make changes to their writing. I want to see if you would like to be in this study. I will be in your classroom watching some lessons and talking to your teacher.

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I want to see how you and some of your classmates write, and make changes to your writing.

What will happen to you?
Here are some of the things that will happen if you want to be in this study:

1. I will be in your classroom to watch some Language Arts lessons.
2. I will make a copy of one of your stories that you have written in class for my study. I won't show it to anyone else.

Will there be any tests?
There will not be any tests and anything you do in the study will not matter to your grades.

Do you have to be in the study?
You do not have to be in the study if you do not want to. If you don't want to be in this study, you can say so. Even if you say yes to be in the study now you can change your mind later. It's up to you.

You can ask me any questions at any time, now or later. You can talk to your teacher and your family too if you have any questions.

I want to participate in this study.

_____

Printed Name of Child

_____ _____

Child's Signature Date

Name of Person Obtaining Informed Consent: Jackie Ehrhardt

Signature of Person Obtaining Informed Consent:

Date:

Appendix C

Revision in Grade Three Writing

LETTER OF INFORMATION
for parents/guardians of students

Introduction

My name is Jackie Ehrhardt and I am a Master's of Education student at the Faculty of Education at The University of Western Ontario. I am currently conducting research into students' revision of writing in grade three classrooms and would like to invite your child to participate in this study.

Purpose of the study

The aim of this study is to understand revision within the primary classroom from the perspective of your child, their teacher, and other students within your child's classroom.

If you agree to participate

I will be observing the writing program within your child's classroom by following the progress of one particular writing activity. During this process your child will be asked to participate in two brief 15 minute interviews which will ask about his/her views on writing and revision. I will also observe lessons, student-teacher conferences with your child, and other activities involved with one writing activity. Finally, I will make copies of your child's writing activity for the research.

Confidentiality

The information collected will be used for research purposes only, and neither your child's name nor information which could identify them will be used in any publication or presentation of the study results. All information collected for the study will be stored in a locked cabinet and electronic information will be stored in password protected computer files. After the defence and publication of my thesis, I will keep all data collected for 5 years, and then destroy all audio-data, as well as written data and writing samples.

Risks & Benefits

This study provides an opportunity for your child to reflect on his/her writing. There are no known risks to participating in this study.

Voluntary Participation

Participation in this study is voluntary. You may refuse to have your child participate, your child may refuse to participate, refuse to answer any questions or withdraw from the study at any time with no effect on his/her academic status.

Questions

If you have any questions about the conduct of this study or your rights as a research participant you may contact the Office of Research Ethics, The University of Western Ontario at ***-***-****. If you have any questions about this study, please contact Jackie Ehrhardt at ***-***-****. You may also contact Dr. Perry Klein, my thesis supervisor, at ***-***-**** ext. *****.

This letter is yours to keep for future reference.

Jackie Ehrhardt

Revision in Grade Three Writing

Researcher: Jackie Ehrhardt
Thesis Advisor: Perry Klein

CONSENT FORM

I have read the letter of information, have had the nature of the study explained to me and I agree that my child may participate in the study. All questions have been answered to my satisfaction.

_____
Printed Name of Parent/Guardian

_____ _____
Parent/Guardian's Signature Date

Name of Person Obtaining Informed Consent: Jackie Ehrhardt

Signature of Person Obtaining Informed Consent:

Date:

Revision in Grade Three Writing

LETTER OF INFORMATION
for parents/guardians of students

Introduction

My name is Jackie Ehrhardt and I am a Master's of Education student at the Faculty of Education at The University of Western Ontario. I am currently conducting research into students' revision of writing in grade three classrooms and would like to invite your child to participate in this study.

Purpose of the study

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If you agree to participate

I will be observing the writing program within your child's classroom by following the progress of one particular writing activity. During this process I will make copies of your child's writing activity for the research.

Confidentiality

The information collected will be used for research purposes only, and neither your child's name nor information which could identify them will be used in any publication or presentation of the study results. All information collected for the study will be stored in a locked cabinet. After the defence and publication of my thesis, I will keep all data collected for 5 years, and then destroy written data and writing samples.

Risks & Benefits

This study provides an opportunity for your child to reflect on his/her writing. There are no known risks to participating in this study.

Voluntary Participation

Participation in this study is voluntary. You may refuse to have your child participate, your child may refuse to participate, refuse to answer any questions or withdraw from the study at any time with no effect on his/her academic status.

Questions

If you have any questions about the conduct of this study or your rights as a

research participant you may contact the Office of Research Ethics, The University of Western Ontario at ***-***-****. If you have any questions about this study, please contact Jackie Ehrhardt at ***-***-****. You may also contact Dr. Perry Klein, my thesis supervisor, at ***-***-**** ext. *****.

This letter is yours to keep for future reference.

Jackie Ehrhardt

Revision in Grade Three Writing

Researcher: Jackie Ehrhardt
Thesis Advisor: Perry Klein

CONSENT FORM

I have read the letter of information, have had the nature of the study explained to me and I agree that my child may participate in the study. All questions have been answered to my satisfaction.

_____
Printed Name of Parent/Guardian

_____ _____
Parent/Guardian's Signature Date

Name of Person Obtaining Informed Consent: Jackie Ehrhardt

Signature of Person Obtaining Informed Consent:

Date:

Appendix D

Interview Questions for the Teachers

Some questions are follow-up questions that will only be used when appropriate and may not all be used within the interview.

Interview 1

1. Please tell me about your writing program.

    a. How often do your students write?
    b. What kinds of genres do you teach?
    c. What types of writing activities do you have your students engage in?
    d. Do you teach students a process for writing?

2. From your understanding, what is involved with revision?

    a. Do you teach revision in your writing program?
    b. How do you teach revision in your program?
    c. What do you teach about revision in your writing program?
    d. Does instruction in revision change throughout the year? If so, how?

3. How often do you expect your students to produce more than one draft for a given piece of writing?

    a. What is the purpose of creating more than one draft?
    b. What are the most common changes between drafts?

4. Are your students able to make revisions when they are writing independently?

    a. What types of revisions do they typically make during their first draft?
    b. What types of revisions do they typically make when they review their writing in following drafts?
    c. In your experience, can primary students revise effectively independently?

5. How do your students respond to instruction in revision?

    a. Are they able to make the types of revisions that you teach?

6. Do you provide feedback to your students about their writing?

    a. What type of feedback do you provide to your students?
    b. Do you provide oral feedback to your students about their writing?
    c. Do you provide written feedback to your students about their writing?
    d. How do your students respond to the feedback you provide to them?

7. What are your experiences with revision of primary students?

    a. In your experience, are primary students able to revise?
        i. In your experience, to what extent do primary students effectively reorder the ideas in their writing?
        ii. In your experience, to what extent do primary students effectively add words in their writing?
        iii. In your experience, to what extent do primary students effectively delete words in their writing?
        iv. In your experience, to what extent do primary students effectively substitute words in their writing?
        v. Do primary students focus on single word changes or phrase changes?
    b. Do most students want to revise their writing? If so, why?
    c. What do you think grade three students' understanding of revision is?

8. Do students ever use the computer within the writing program?

    a. How do your students make use of the computer for their writing?
    b. Do they use the computer to make revisions? If so, how?

9. Can you tell me what you think about the curriculum guidelines for revision? I.e. "make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate)."

<u>Interview 2</u>

1. Please tell me about this particular writing activity.

2. What did you intend for students to learn from this writing activity?

    a. What do you think they did learn from the writing activity?

   b. What, if anything, did you want your students to learn about revision?
   c. Did you expect for students to make revisions?
   d. If so, what types of revisions did you expect students to make?

3. I will ask the teacher to comment on the revisions made by students on the three samples of writing. Further questions related directly to the students' writing samples may be asked.

Appendix E

Interview Questions for the Students

Some questions are follow-up questions that will only be used when appropriate and may not all be used within the interview.

Interview 1

1. At school you do some writing, what kinds of things do you like to write about?

    a. Tell me why you like to write about those things? *or*
    b. Tell me why you do not like to write?

2. What do you think good writers do when they write?

    a. You told me that good writers X, do you do this as well?
    b. Why do you think it is important to do this in your writing?

3. When you write a story, tell me about how you do it?

    a. How do you start your story? Then what do you do? How do you finish writing you story?

4. When you write a story for school, how many times do you write it?

    a. Do you make a plan first?
    b. Do you recopy your story?
    c. Do you make more than one copy of your story?

5. Do you ever read over your writing and change things in your writing?

    a. Do you make the changes in your writing when you're finished writing or do you make changes as you go?
    b. What types of things do you change in your writing?

6. When you make changes in your writing, why do you do it?

    a. What types of things does your teacher suggest for you to change in your writing?

b. What things do you talk about with your teacher that could be changed in your writing?
c. Does your teacher write comments on your paper about things you could change? If so, what types of comments does your teacher write on your paper?
d. What do you do when you read the comments your teacher makes?
e. If your classmates read what you write and help you to make changes to your writing, what types of changes do they think you should make?

7. How do you use the computer when you're writing stories?

    a. Do you recopy your stories that you wrote by typing them on the computer?
    b. Do you use the computer to make changes to your writing? If so, what types of changes do you make to your writing on the computer?

<u>Interview 2</u>

1. I see you made a change in your writing here, tell me about it.

    a. Why did you make that change?

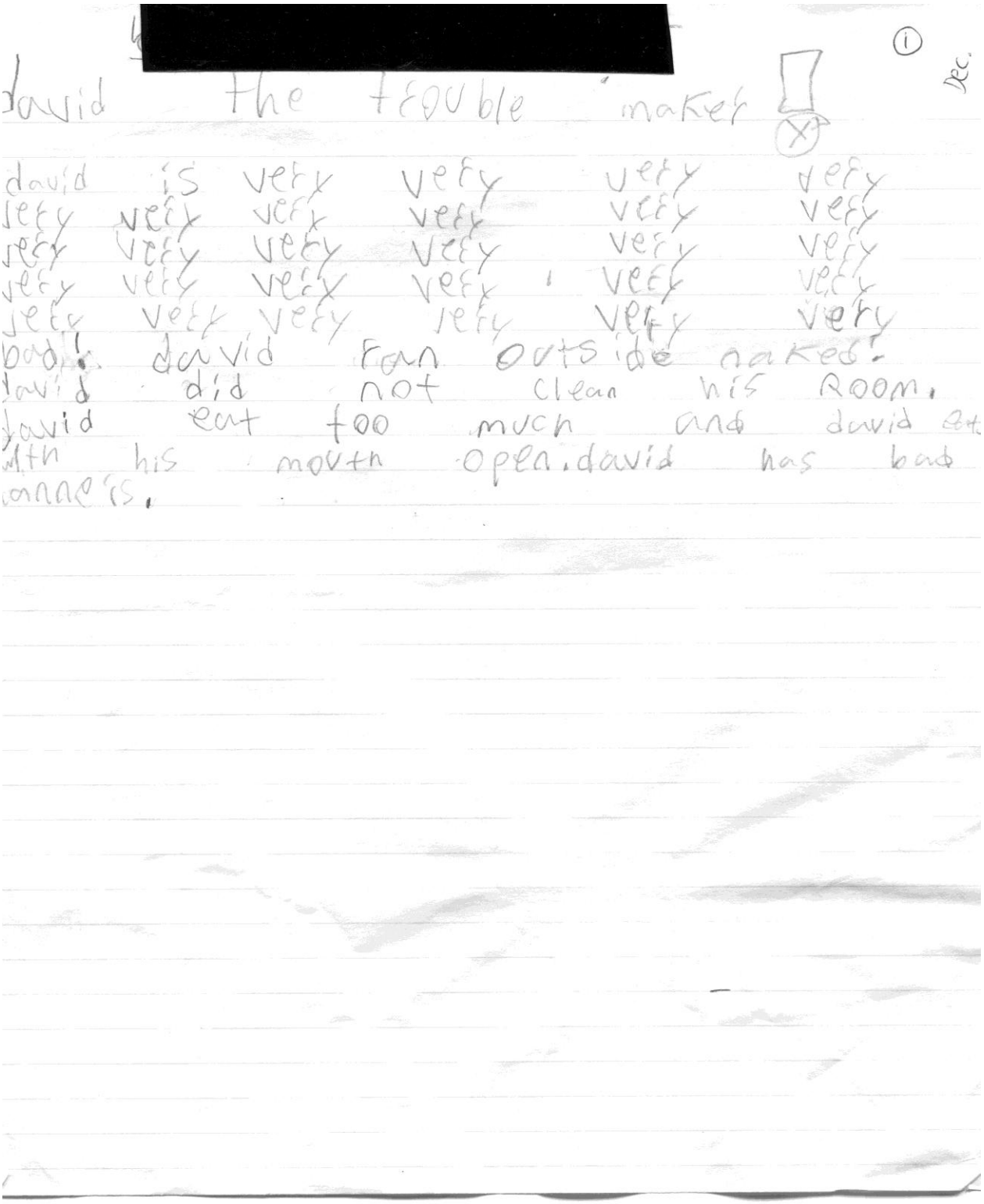
2. Your teacher wrote X, tell me about her comment.

    a. What did you do with your teacher's comment?
    b. What do you think your teacher wants you to do?

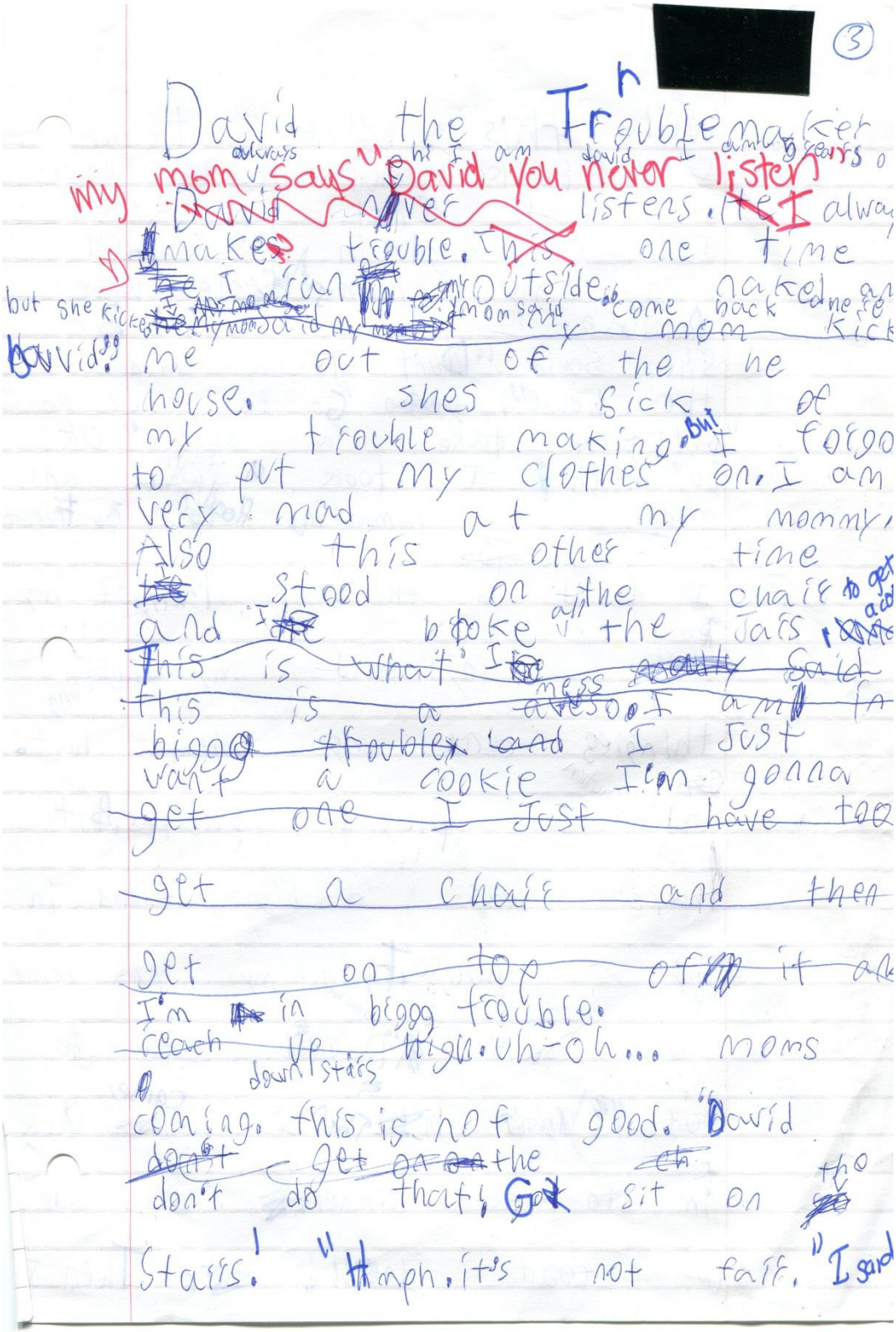
3. Further questions for clarification about the student's writing sample.

Appendix F

Len: Writing Sample 1



Len: Writing Sample 2

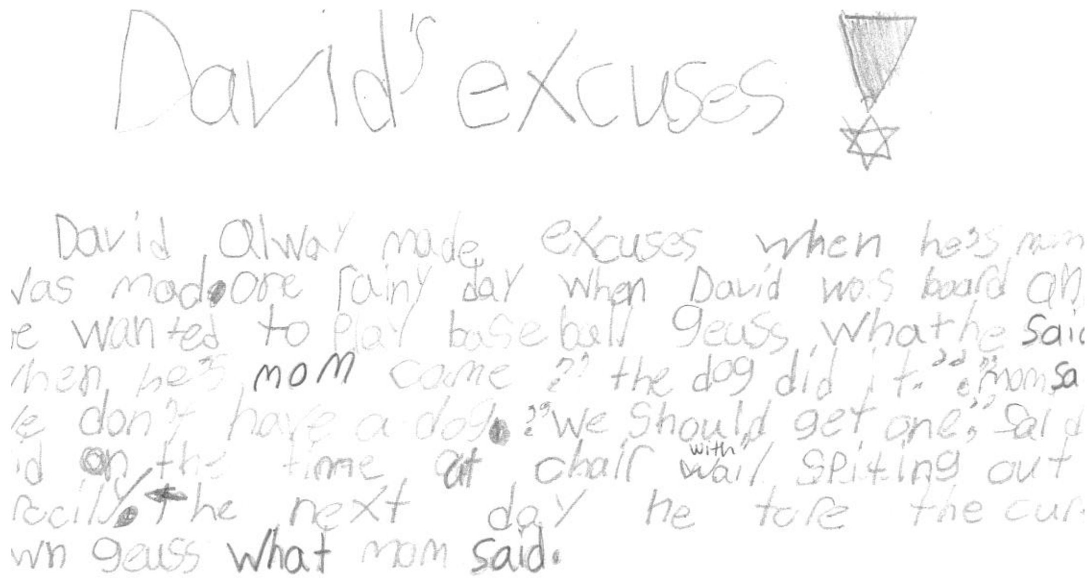


Well this other time I tracked mud in the house. but at first I was just playing in the mud when my mom said "Come here David" so I came in. But She said "Don't track mud in the house". "Go to your Room" "But first take a shower" OK. So then I took a bath and made an amazing flood. First I turned on the tap. Then, got my bath toys, and my Snorkeling thingies and my pirate hat. distribution I played pirates. But there was a big flood in my house. Then my mom came and said "David" go outside. But Then I came back in to eat dinner. I made a food doll. Then I

ate it in the biggest bite with the world. Gobble, gobble, gobble. Yum-yum that is so good. "Beeeeeeeriiiiieppp." Then my mom said "That's enough David! Go to the corner!" I started to cry but then my mom said "Come here Davey." Then she huged me and we lived happily ever after in the city of David.

Appendix G

Judy: Writing Sample 1



David's excuses

David alway made excuses when he's mom
was mad. One rainy day when David was board an
he wanted to play baseball geuss what he said
when he's mom came ?" the dog did it." mom sa
we don't have a dog. ?" We should get one," sai
id on the time at chair with wail spiting out
pecil. The next day he tore the cur
wn geuss what mom said.

[redacted]

Judy: Writing Sample 2

[redacted]

David Steals the Cockies

~~But I didn't mean to.~~

My mom says that always says David your a troublemaker

~~I David always am was a trouble maker. I'll take this chair Pull it Right bere Screech, I hope mom didn't hear me! Thump thump thats mom~~

One day I was really hungry. So I grabbed a chair and pulled it to the Shelf to get Some cockies. Even though the chair made a screeby Sound it wasn't going to Stop me. Then suddenly I heard a thump, thump, thump it was... MOM! Quickly I grabbed the cockie$ and hid under the Counter. Mom yelled "DAVID" I think She Saw that the Cookies were gone. I was in big trouble

Now. Mom looked but she didn't find me. I ran up the stairs and hid under my bed with my cookies I stayed there for hours and hours eating cookies. Then, mom found me and took the cookies away. I was so mad I stormed into the kichen and there was a nice lunch. But mom was still angry so I aplogized to her and we sat down. Dad came in the room and every thing was perfect. We ate our lunch and I ate my greens to make mom happy. She was. She offered me desert and I said "no thank you". I ran to my room to have my afternoon nap.

The End

Appendix H

Thomas: Writing Sample

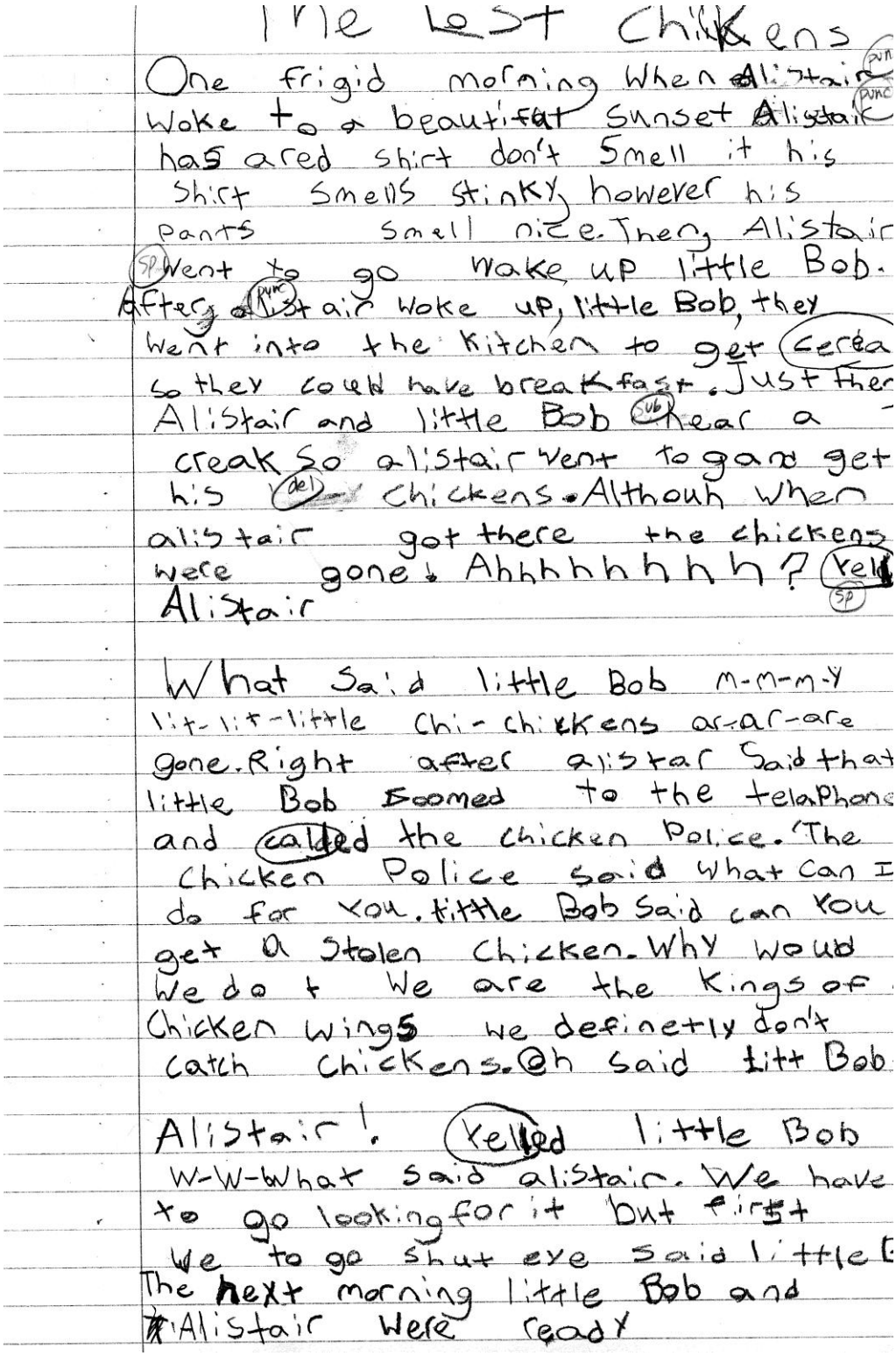
One vivid prickly moring on
stonybrook (road) Alastair
woodered wear they were? so
Alastair vondered caling
for his precioqs chickens

All of a sudden
Alastair saw a dark
ratting casle so
Alastair went to the
(sub) freaky casle. Stupendously
Alastair saw a hypnotic
sabertooth with the
chickens in side of
a trap. So alastair
got ready to get
his chicken back from
the mysterious (sp) sabertooth
that will eat his
(sp) chickens suddenly alastair
saw a chian saw
so alastair picked up
the chain saw and
the sabertooth jumped
and alastair sawed him
right in half.

meanwhile alastair got his
chickens back and loved
them to the death and
had a specal dinner.

Appendix I

Joel: Writing Sample



The Lost Chickens

One frigid morning When Alistair Woke to a beautiful Sunset Alistair has ared shirt don't Smell it his Shirt Smells Stinky, however his pants Smell nice. Then, Alistair went to go wake up little Bob. After Alistair Woke up, little Bob, they went into the kitchen to get cerea so they could have breakfast. Just ther Alistair and little Bob hear a creak So alistair went to gard get his chickens. Although when alistair got there the chickens were gone. Ahhhhhhhh? Yell Alistair

What Said little Bob m-m-m-y lit-lit-little chi-chickens ar-ar-are gone. Right after alistar Said that little Bob Zoomed to the telaPhons and called the chicken Police. The Chicken Police said what can I do for you. tittle Bob Said can you get a Stolen Chicken. Why would we do t We are the kings of Chicken wings we definetly don't catch Chickens. @h said titt Bob

Alistair!. Yelled little Bob W-W-What said alistair. We have to go looking for it but first We to go shut eye said little B The next morning little Bob and Alistair were ready

Alistair and little Bob went door to door saying With the cops (SUB) do you have my chicken. Nob was saying I have your chicken until Alistair little Bob and came to an enormous castle. Then Alistai went in the castle by the time Alistair got up stairs he (SAW) his dead chickens. After that, he ~~started~~ crying then fell asleap So little Bob took him back to h house and on to his bed. Wher Alistair woke up their was chicken around his house. Alistair was so cheerfull (SUB) he thanked little Bob 4000 times and the had a graet (SP) time together.

Appendix J

Ian: Writing Sample

Alistair ~~woce~~ (SP) up early so he could
make the breakfast (SP). However, the chikens
didn't ~~dont~~ come. Alistair was noritede. So
(Sub) to come down he (Sub) try to read
the Newspaper (SP) ... that their was a
guy who Named Chiken eater Alistar
said I hoppe the chiken eater ate
Alistar looked every where in town
he even put posters every where
he can. Evenchelly, Alis tar new where
the Chiken eaters chastel Meanwhile
when Alistair was walking to the
he sawe Bob who want to help
find the chikens. Bob New there
was a faster way to the Castel
they went to the slide to the cast
They finally got there However
the door was humonguse but smart
bob he heard the code from
the chiken eater it was 972
they said it and it didnt open
they Said it agin Nothing happend

(punc) They tryed a million times
Nothing happend the chiken eater
must of chanced the code
to the bad bad castel of doom.
(sub) Alistair and Bob try to find scientifice
mysterious stuff that could help
them. Alistair found the letter
fish in the ground Bob found the
word map in the ground so they
them to go tor and they got

fishman they said the word fishman. // The door start to shacke and the door opend the chiken eater hade sciet camera in hes castel However Alistair new there would be cameras around the castel So they took the elevator to find the the chicken eater bob found the chiken eater Alistair took the chikens bob put a bom in the castel then they got out the castel the Castel blue up Bob and Alistair where safe After all.

Appendix K

Curriculum Vitae

Name:	Jackie Ehrhardt
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