## Contents

	face to the Series viii  nowledgments ix
1.	Language and Reasoning: An Introduction 1
2.	The Research Plan: Children Reading and Writing 9
3.	Views Toward Literacy: Parents, Teachers, and Children 18
4.	How Use Shapes Text 32
5.	The Elaboration of Ideas in Story and Report 53
6.	Making Meaning: Children's Behavior While Reading and Writing 73
7.	Reading and Writing: Children's Awareness of What They Do 97
8.	Developing Text Worlds: Two Children Reading and Writing 118
9.	Reading, Writing, and Meaning: Final Words 133
1. 2. 3. 4. 5.	The Passages 144  Measures 150  Supplementary Tables 159  Analysis of Structure, Scoring Manual, Operational Definitions 168  Analysis of Meaning Construction, Coding Manual 172  Mode Effects in Protocol Data 178
Aut	hor Index 187 ject Index 189
List	of Tables
	Mean Percentile Scores in Reading and Language 10 Design of the Study 15
3.1	Why Children Read and Write at Home and School 19 What Children Read and Write at Home and School 21

3.3	Number of Comments in Response to Common Questions 21
3.4	Types of Comments by Children, Parents, and Teachers 23
3.5	Rating Children as Readers and Writers 24
3.6	Criteria in Judging Children's Reading and Writing Abilities 25
3.7	What Children Like Best and Least About Reading and Writing 26
3.8	Views of Easiest and Hardest Aspects of Reading and Writing 27
3.9	How Do You Think Reading and Writing Are Best Taught? 28
3.10	How Do You Help? 29
4.1	Use of Top Level Structures 41
	Length of Children's Writing 41
4.3	Internal Structure in Children's Writing 42
4.4	Recall of Higher Level Structures 48
4.5	Percent of Content Units Recalled 50
5.1	Lower Level Structures Used in Children's Writing 54
	Tense Used in Children's Writings and Retellings 62
	Tense Shifts 63
5.4	Stance 64
5.5	Control Over Beginnings 66
5.6	Control Over Endings 69
6.1	Reasoning Operations Over Time 79
6.2	Correlations, Reasoning Operations 81
6.3	Monitoring Over Time 85
6.4	Correlations, Monitoring 86
6.5	Reading and Writing Strategies Over Time 88
6.6	Correlations, Reading and Writing Strategies 90
	Emphasis on Global Units Over Time 91
	Correlations, Attention to Global Aspects of Text 92
	Correlations, Knowledge Source 93
6.10	Correlations, Attention to Process 94
	Familiarity With Genre 99
	Awareness of Genre Differences 101
	Beginnings and Endings 103
	Sense of Author and Audience 105
	Awareness of Structure 109
	Approaches to Writing 112
1.7	How Children Handle Difficult Parts 114
List o	of Figures

- Rhetorical Predicates
- Structural Diagram—Jackie
- Structural Diagram—The New Kid 45
- Structural Diagram—The Mole 46
- Structural Diagram—Prairie Dog (The Crowd-Pleasing Conservationist)

- 6.1 Analysis of Meaning Construction 75
- 6.2 Reasoning Operations 76
- 6.3 Monitoring Behaviors in Reading and Writing 83
- 8.1 Maggie's Story: Analysis of Meaning Construction, Beginning Segments 123