ABSTRACT

This qualitative research study documents the observed and reported experiences of 33 kindergarten students and their teacher when incorporating journal writing into the curriculum to improve independent writing skills. In this study, the teacher explored the process of implementing writing journals, establishing an understanding of letters and the sounds they make, and fostering a classroom setting that promoted the development of independent writers.

The author designed the study to focus on engaging students in the writing process, maintaining student interest, providing the students with a purpose for the writing, and providing opportunities to share student journal entries. In order to maintain a classroom where students understood the writing journals, the teacher established a routine, assisted the students in understanding the relationship between letters and sounds, and encouraged the students to write on topics that were of interest to them. The teacher also provided positive feedback and one-on-one or small group assistance to help students complete their work.

The author found that the strategies implemented during the study worked for many of the students. However, being that the classroom contained a variety of diverse learners with various learning needs, the author found that some students benefited from different strategies that enabled them to be successful with the writing journals.