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Paper Title

Structural and Discourse Features of Narrative Writings by Grade 4 and 6 African American Students

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Byline:

Monica Gordon-Pershey, Cleveland State University

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Division C - Learning and Instruction

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Abstract:	The purpose of this study is to complete an in-depth analysis of 104 narrative writing samples produced by African American fourth and sixth graders who attended low-performing schools. Method involves use of a theoretically grounded protocol that assesses mechanical, syntactic, semantic, pragmatic, narrative, and sociocultural features of written language. Findings will (a) contribute to the available literature on analysis of written narrative by African American students and (b) explicate theoretically grounded principles for analysis of narrative writing.

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