Interactive Writing for First Grade Students

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A Special Project

Presented to

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ABSTRACT

To examine if the interactive writing program could increase writing scores, 23 low grouped first grade students were tested using pre and post writing checklist assessments. The Primary Traits for Writing were organization, word choice, and conventions. The same writing prompts were given to students three months apart to provide enough data and collection time, and then compare the prompts to see the students' growth. Students were engaged for one hour daily in the writing activities with the focus of becoming writers. Research proved that this interactive writing program produced a significant gain in all areas of writing. Research also indicated that interactive writing was a cooperative event in which teacher and children jointly composed and wrote text to help children to enjoy and become better writers.

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CHAPTER 1

Introduction

Background for the Project

In order for students to uphold the rigorous standards imposed by the No Child

Left Behind Act, students must become competent writers. Students developed skills in

writing while learning to read. In kindergarten through 4th grade, students received

instruction in conventions, letter formation, spelling, and sentence structure (OSPI,

2003). Many teachers were pressured by educators and administrators to teach to the

state mandated test and students were pushed to learn many different implemented

curricula.

The federal government expected more accountability from state education

systems and the guarantee that no child would be left behind. To meet this requirement,

states were required to increase student testing, collect and disseminate subgroups results,

ensure a presence of a highly qualified teacher in every classroom, and guarantee that all

students, regardless of socioeconomic factors, achieved a "proficient" level of education

by the 2014-2015 school year (OSPI, 2006)).

Statement of the Problem

Increased pressure from national and state requirements forced first grade teachers

to achieve higher writing standards. However, writing education was a very touchy

subject in the educational system.   Children came to school with very little or no writing

skills at all. Most of the students didn't know the sounds, syllables, or letter formation.

Students also lacked confidence and were afraid to take risks. Students didn't have an

idea of what writing conventions were. As a result, teaching children how to learn to say the sounds, syllables, and letter formation was not an easy task (Calkins, 1994).

Writing was terrifying for many students, but also was one of the most enjoyable subjects for some children. Good writers were not easy to be found. However, a good writer needed single-mindedness and skill. The key to teaching elementary writing was to give the student plenty of practice and time for each individual step before putting the whole process together (Wise, J, 1983). Therefore; children who participated in daily model writing became better writers.

Graves (1983) mentioned the three conditions that helped students make progress as writers. The three conditions included were: children were allowed and encouraged to write daily, children had time to practice writing to become better writers, and children were given guidance from the teacher.

Writing needed not only to be taught as a school subject but also to encompass life outside the school. Students became more involved in activities that were important and were likely to write more often when writing became more personal.   The fundamental writing approach-writing experts agreed upon was the writing process. There was a variety of writing, such as narrative and expository writing that were researched (Calkins 1994: Murray 1986). During the interactive writing time students learned to write narrative writing in which students wrote about family members. Students also wrote expository writing in which students wrote stories to explained how to do something. The writing development did not have a limit, this continued until the child learned to use the correct conventional spelling (Edwards, 2003).

The researcher stated that parents were the most important influence in the child's success in school and in life. Parents had a great desire that the children learned to read and write.   As the children developed a real love for words and writing and began to understand the power of writing well the children became more eager to learn and putted into practice the writing skills and strategies being taught daily in the classroom.

Purpose of the Project

The purpose of the study was to investigate whether the use of the writer's workshop model from Darla Wood-Walter helped raised writing scores. The "writer's workshop" interactive writing instruction increased students' achievement in the classroom when compared with the fall and spring assessments scores of year 2005-2006. In other words, the purpose of this study was to investigate the effects research based interactive writing had on first grade students through the "writer's workshop" writing program.

Delimitations

The project was conducted in the researcher's first grade bilingual classroom, which included 23 bilingual elementary students at a Washington elementary school. This study compared "writer's workshop" writing assessment gains within a typical first grade classroom. The teacher obtained the writing samples of the 23 first grade students of various backgrounds, races, socioeconomic status, and ability levels. The researcher used writing rubrics to assess the students' writings. The study took place from Fall of 2005 to Spring of 2006 with a school population size of 615 students from an Eastern Washington elementary school.

The elementary school where the research was conducted had approximately 615 students with demographics of 5.9% Caucasian, 92.0% Hispanic, 1.8% Black, and 0.3% Asian. There were 89.9% students on the free and reduced lunch program which indicated a high population of low socioeconomic student status. Special education students were at 12.6%, transitional bilinguals at 65.9%, and migrant students at 22%. These were the demographic results of the population at the elementary school where the research was conducted (OSPI, 2006).

Assumptions

The project took place in the researcher's classroom where a qualified teacher was trained in the Darla Wood-Walter's writer's workshop program from Kindergarten through 2nd grade. The interactive writing was used daily where students were invited to use language and literacy as tools for learning. All instruction was appropriate for students as students were treated equally. Students constantly developed competency with oral language, reading, writing and participated in "writer's workshop" interactive writing experiences. Students developed new ideas everyday and built on guided interactive writing. Throughout the "writer's workshop" writing, students developed ideas and expanded knowledge as writers.

Research

Will the use of writer's workshop be effective in increasing first grade students' writing process from fall 2005 to spring 2006?

Will the writer's workshop change students' attitude about writing?

Significance of the Project

This research study focused on the use of interactive writing curriculum. The *"writer's workshop"* interactive writing curriculum was used to instruct and assess students' writing. Good writing skills helped students not just in school and on the job, but also foster creativity. Knowing how to write has provided students with a fun, creative way of conveying thoughts and feelings.

Procedure

The classrooms used for this study involved first grade bilingual students. The teacher wanted to determine if the "writer's workshop" program made the necessary gains as indicated by the researchers of the *writer's workshop*. For the purpose of this project, the following procedures were implemented. The treatment classroom was assessed in writing skills when students entered first grade in fall of 2005. The assessments used were from the Darla Wood-Walters writing program and were provided by the Eastern Washington elementary school where the research took place.

Students were first placed through a review of different sounds and picture cards from the *Estrellitas* program. Next, the teacher formulated a series of questions for the students to assess entering writing skills. Finally, the teacher gathered the information and developed an appropriate writing prompt. The pre-writing prompt was given to students to determine the students' knowledge at the beginning of the year and a final writing prompt was conducted to analyze or compare the pre and post writing scores differences based on the "writer's workshop" interactive writing assessment which involves the organization, word choice, and conventions.

Pre and post writing samples of 1st grade bilingual classroom were scored and analyzed using an established rubric with writing scores from fall 2005 to spring 2006 school year. Student surveys were conducted at the beginning and at the end of the academic school year 2005-2006. The assessments and results were completed. Survey conclusions and recommendations were conducted in the study that demonstrated daily modeled writing interactions between teacher and students.

Definition.

assessment. An assessment was a measurement of student achievement, typically gathered by a test or pre and post writing samples.

modeling.. Modeling was an opportunity to teach a mini lesson on learning while the teacher "thought out loud" for introduction and reinforcement of the concepts of print, phonemic awareness, phonics skills, writing traits, and editing techniques.

writing conventions. Writing conventions included spelling, punctuation, capitalization, grammar, and paragraphing.

objective. The objective was the outcome goals and the desired skill students had attained upon competition of a project and assessment.

phonics. Phonics were the sounds represented by each of the letters and was all about writing, reading, recognizing and producing the phonetic values of at the beginning level for learners of a second or foreign language.

writing achievement: Writing achievement was the measurement of the progress in students' writing and the ability to read and understand students' writing and printed materials.

alphabet, picture cards and word blocks- Alphabet letter card with an associated picture had been introduced to students. The letter cards were hung on the wall to be used as a reference and guidance during the writing session. Students used many activities and tasks that were integrated into reading and, which helped students become fluent readers and better writers.

Acronyms

EALR'S. Essential Academic Learning Requirements

ESEA. Elementary and Secondary Education Act

NAEP. National Assessment of Education Program

NCLB. No Child Left Behind

OSPI.   Office of Superintendent of Public Instruction

WASL. Washington Assessment of Student Learning

CHAPTER 2

Review of Selected Literature

Introduction.

Creating a meaningful, print rich environment increased comprehension and understanding of print through reading and writing connections (Darla Wood-Walters). This chapter was organized around the following topics: components of writing, writer's workshop instruction, model writing, and independent writing, conferring, and shared writing.

Components of Writing:

In order for students to uphold the standards imposed by the No Child Left Behind Act, students needed to become competent writers with developed skills in writing to learn while reading. However, most students entered kindergarten as emergent readers and writers.   In kindergarten through 4th grade, students received instruction in conventions, letter formation, spelling, and sentence structure. (OSPI, 2006).

At the beginning of the child's education, the teachers focused on the guidelines for teaching handwriting in kindergarten. Children first practiced very carefully the letter formation and handwriting at home and at school. Children practiced the same letter formation repeatedly on a piece of paper or wipe-off board and said the letter and sound to produce the needed automatic letter/sound recognition.

Writing has been very complicated and not easy for many children, therefore writing has been a terrifying subject for many children. Good writers do not come easily; therefore, children needed to have learned a single mindedness and skill to become good writers. The writer's workshop was a box full of strategies and information to help

children develop the writing skills. Learning to write was a complex process that depended on mastering a variety of processes and skills (Graham, 2006). The most important factor in writing exercise for children was to learn the basic elements of writing such as high frequency words. Students needed to be personally involved in writing and share what was written in order to make the learning experiences of lasting value. Encouragement from parents and teachers was a must in order for students to participate in the exercises, while at the same time students refined and expanded the writing source.

Writer's Workshop Instruction.

Writer's workshop was a teaching technique that invited students to write by making the process a meaningful part of the classroom curriculum. Students progressed through a series of developmental stages in order to learn to read and write. Children also learned the importance of the relationship between letters and sounds, and the writing process by the placement of phonetically related letters and words.

Due to this definition and the general perception many teachers have of phonics, writer's workshop was necessarily an area of the study most important to low-level learners and children. Phonics was to be considered a holistic approach that at higher/older levels was generally broken into more specific considerations which fell into formal categories like pronunciation, reading and writing.

At the emergent stage, children wrote the letters "astg" for the word "apple". As children progressed in writing, students gained knowledge of letter sound relationship and phonological understanding which resulted in the ability to write the correct initial phoneme for words in this case for apple. Thus learning to write was a complex process that depended on mastering a variety of processes and skills (Granham, 2006)

The "writer's workshop" was also an interdisciplinary writing technique which helped children build fluency in writing through continued, repeated exposure to the process of writing. Due to the research conducted on the interactive writer's program, the writer's workshop was one of the writing strategies that were incorporated in most of the elementary schools in this Eastern Washington school district. The writing process was another way to improve writing skills for the first graders in the classroom. The writer's workshop was part of the everyday writing routine in the classroom.

The main components of the writer's workshop included a mini-lesson, writing, conferencing, sharing and publishing. The mini lesson was a whole class activity lasting from 5 to 10 minutes. For example, the mini writing lesson provided background and engaged children's interest in the story provided by the students. The mini lesson introduced the use of basic punctuation reinforced during student conferences. These actions helped to bring students' attention to the writing process during students' conferencing time, which was part of the writer's workshop (Darla Wood-Walter). ???

The *writer's workshop* interdisciplinary writing technique built student's fluency in writing through continuous, repeated exposure to the process of writing. Teachers introduced all the elements of the *writer's workshop* at any elementary grade level; however, the students at the researcher's school were introduced to *writer's workshop* in kindergarten. The teachers' focuses were to create students with confidence and fluency in the writing skills that were necessary for secondary grades.

Writer's Workshop was paired with reading activities to create a powerful motivating tool when teaching literacy. One of the ways the teacher used the whole language approach in the classroom was through a writing program called *Writer's*

Workshop. During the writing time using the *Writer's Workshop,* children were given time and freedom to create personal stories. The teacher used the children's stories to help the children develop better writing skills. The writing process was very important in the children's education because of the natural link between writing and reading.

Model Writing:

Model writing was a short daily teacher demonstration of skills, strategies and procedures. The teacher used big chart paper to model, write and think aloud in front of the children. The teacher chose a meaningful topic, a topic that children related to, and then the teacher began to model the writing process by drawing a picture used as a guide for the story. During the model writing, the teacher invited children to interact and participate in the process. Children began to participate by thinking aloud with the teacher and shared in the ideas. The teacher loaded the modeling with targeted skills and strategies, until evidence of the skills and writing strategies were demonstrated in the student's writing (Wood-Walters). The model writing was a daily demonstration of skills, strategies and procedures that children benefited from on a daily basis. The intentional model writing relied on the teacher thinking aloud to allow students to hear and see the process that good writers go through when writing.

Students also needed to view positive modeling of family members actively in reading and writing daily. Parents needed to encourage the child to write about things that happened at home and school, about people, things that happened and wanted to be remembered, and especially write about personal feelings and disappointments. Writing was more than putting words on paper. Writing was a way of communication that began

with thinking. Writing was especially an important stage in communication. Through

writing, children communicated with the people who read the pieces of writing.

Graves urged the teacher to model the writing process and get students involved

in tasks that provided writing experiences.   Becoming better writers required a lot of

practice. In classrooms, writing needed to be scheduled routinely everyday. Every time a

writer drafted, rethought, revised, and drafted again during the writing session learning

was reinforced. Writing sessions included a variety of writing activities for audiences

(Graves 1983).

Independent writing:

Independent writing provided children with opportunities to attend to the details

and patterns of written words and language structure. One of the best things about

independent developmental writing was that children would write about anything that

students wanted to write about. Children wrote journals, stories, story questions, or

reviewed stories with a peer. Children created ABC word lists, books, finalized original

stories, poems, and songs. Children created mini-books that were read and re-read for

fun and learning at the same time (Scholastic Red, 2002).

Children needed to be engaged in independent writing every day for at least 30

minutes beginning with kindergarten. The independent writing allowed children to

choose the topics of choice. The independent writing also helped children to understand

the relationship between the sounds and the symbols and ensured children understood the

importance of the writing process. During the independent writing, children were also

allowed to write writing using the appropriate native language. Children were allowed to

draw pictures as a prewriting activity and then continued with the written story. During

the independent writing time, students became writers', made plans, learned from other writers, and applied writing strategies in class and outside of school (Anderson 1988).

Independent writing students wrote about literature or other topics. Students wrote and illustrated creative stories or journal entries on topics of interest. During independent writing teachers usually gave time for children to share written work with a partner or with the whole class. Students often received feedback from other students about the story that was about to be published. The independent writing also allowed children to be recognized by the teacher and all the children as authors and celebrate the successes of a published story.

At the beginning of first grade, getting the main idea of the children's' story was the main focus, followed by editing and the conference. Correct spelling or invented spelling was accepted as a child developed the writing skills. However, by the end of the first grade, students understood the need for corrected spelling and punctuation that helped the readers to better understand the stories and to have a clearer picture of the writings Gaves, D. (1983).

Shared Writing:

During the shared writing, the teacher again acted as the scribe for a group of children, with more emphasis placed on the composing process and on construction of the text that the child read later. Shared writing was an ongoing study of a content area on children's literature. Writing was a collaborative process between teacher and children, and children and children (McKenzie, 1985).

During the independent writing, children were provided with many opportunities to work alone and use current knowledge of the writing process. Children also worked

with a partner and helped with the writing. Children's attention was directed would be to specific conventions of written language that needed to be learned or reinforced. During the interactive writing children applied what had been learned in another context. During the shared writing children presented the finished story and celebrated the students' as young authors.

<u>Conferencing:</u>

The conference was truly the heart of the program and provided time for the writer to converse with the teacher and the teacher with the writer, which increased the writer's confidence. (Wood-Walters). A conference was a conversation between the teacher and the child. This conversation was based on the child's writing work at that time. The conference allowed the teacher to ask the child about the written story, about the topic and why the story was important. The teacher asked the child to read the story and helped the child to think of why the story was chosen. The conference lasted between 2 to 3 minutes. The teacher's main focus was to simply concentrate on what the child was writing and focus on one or two issues in the child's writing. (Darla Wood-Walters).

During the mini conference the teacher worked with the child one on one. At this time the teacher concentrated on teaching the necessary skills of language and print, one on one, as indicated by the child's needs and readiness to take the next small step. Shelly Harwayne stated that honest and purposeful feedback was one of the major ways teachers helped student raise the quality of the work (Shelley Harwayne).

Teachers valued the ability to respond to students thoughtfully about the writing (Shelley Harwayne).   Children did not become excellent writers simply by

having the opportunity to write each day. Children needed to be taught how to ask

questions, acquire strategies, and gain new skills in order to become independent writers.

Lucy Calkins stated "remember, our job in a coaching conference is to run alongside the

of the child as the child rereads, or adds detail, or envision, or listen for the sounds in

words, and to keep the child active and successful" (Lucy Calkins).

      The goal to conference with the child was to motivate, not to discourage

the child. The teacher focused more on the content of the writing piece, the ideas, and

responses to children. The teacher asked questions and made positive remarks to show

interest in the writing piece. The most important factor in writing exercises was children's

needed to be personally involved in order to make the learning experiences of lasting

value (Kenneth Beare).

      Children were encouraged to participate in the exercises, while at the same

time refining and expending the writing skills. Reading and writing went hand-in-hand

as the basic fundamentals of learning. Reading on a regular basis provided the children

with the knowledge, vocabulary skills, and inspiration the children needed to become

good writers (Lucy Calkins).

Summary

      The literature reviewed in this section demonstrated why *Writers Workshop*

Interactive Writing had become an effective tool in the best interest of children in school.

The *Writers Workshop* intervention has provided the necessary guidance for students

lacking in the major components of writing. The writing instruction using research based

curriculum assured that teachers used the interactive writing on a daily basis.

Chapter 3

Methodology and Treatment of Data

Introduction

The Interactive Writing provided essential information needed to have in order to understand students writing ability. However, with the writing assessment students also received interpretive information about guided writing assessment.

A survey consisting of qualitative questions was given to the first grade bilingual students in which students answer the questions without the teacher's help. The survey was completed the same day by each one of the 25 first grade bilingual students.

Methodology:

The purpose of this study was to gather information concerning the *Interactive Writing Writer's Workshop*. The author created a pre and post survey and writing samples. All first grade bilingual students received the same surveys and pre and post writing samples. The focus of the survey was to find out what students liked and didn't like about writing. The writing samples were used as an assessment and helped on a wide range of student work sample. The writing sample focused on 3 key qualities: organization, word choice and conventions. Using the 3- traits help students focus on the specific characteristics (organization, word choice and conventions).   The writing samples provided a framework and a common language for developing good writing skills by integrating instructions and assessment.

<u>Participants.</u>

The twenty-three first grade bilingual students completed a pre survey in the fall of 2005 and a post in the spring of 2006. The participants were the first grade bilingual students in the researcher's classroom. There were 12 girls and 11 boys with the same needs.

<u>Instruments.</u>

The instruments were a pre and post writing samples and a pre and post survey consisting of seven qualitative questions. The researcher, created the pre and posts writing samples and the pre and post survey. The pre writing samples were given to 12 first grade bilingual girls and 11 first grade bilingual boys in two different days. The post writing samples were also given to the students on two different days. The first grade bilingual students without the teachers' help completed both the pre and post writing samples.

The questions on the survey were to find out if students liked to write, enjoyed writing at school or at home, liked to share the writing with students, and looked forward to writing on a daily basis. The students completed the survey without the teacher's help on the same day. The survey was developed to find out what students liked or disliked about writing and what the need in writing for every student was. The survey questions were based on three responses (1. A lot, 2. Sometimes and 3. Not at all).

<u>Design:</u>

A student survey was created regarding the writing traits and the students' attitudes toward writing. The surveys consisted of seven questions. The surveys were given to 12 first grade bilingual girls and 11 first grade bilingual boys in fall of 2005 and

the spring of 2006. The surveys used the following rating: 1. A lot, 2. Sometimes and 3. Not at all.

The pre narrative and expository writing samples were given in two different days. The writing prompts were given in fall of 2005 and the post writing prompts were given in spring of 2006. The researcher created both the pre and post writing samples and the survey.

Procedures:

The pre and post surveys were given to 12 first grade girls and 11 first grade bilingual boys. All 23 first grade bilingual students completed the same pre and post writing samples in fall 2005 and spring 2006. The researcher created the writing prompts. The researcher read each statement and the students' responded by rating the statements on 1. A lot, 2. sometimes, and 3. Not at all. All 23 first grade bilingual students were able to complete the surveys that same day without the teachers' help.

The pre writing assessment was a narrative and expository prompts. Students wrote to the prompts without the teachers' help. The pre and post writing assessments were collected and analyzed for organization, word choice and conventions. Twenty-three first grade bilingual students participated in the pre and post writing samples. These samples were scored using the three traits from the Darla Wood-Walters writing rubric.

The scoring guide used was 5. Means strong. 4, is effective. 3 developing. 2 emerging, and 1. Not yet. The areas scored were organization, word choice, and conventions.

Summary:

Two surveys were administered to students regarding attitudes towards the interactive writing. During this time, the teacher used the students' surveys to determine whether the students enjoyed writing after using the three writing traits: organization, word choice, and conventions.

The data that was gathered by the teacher demonstrated the differences between the pre and the post writing assessments. The pre and the post writing assessments determined whether students' writing improved from the beginning to the end of the school year.   The analysis of data and findings from this study will be reported in chapter 4

Analysis of the Data

Introduction:

The surveys given to the first grade bilingual students, gathered qualitative data. The surveys were analyzed using descriptive statistics and a theoretical framework. 2 writing prompts were given to the first grade bilingual students qualitative data gathered. The pre and post writing prompts were scored and analyzed using the Darla-Wood-Walter rubric.

Description of the Environment

This project was delimited to one teacher and twenty three first grade bilingual students during fall of 2005 to spring of 2006 school at the Eastern Washington Elementary School in Pasco Washington. The study on *Interactive Writing* assessments was created by the teacher and the same students who participated in the pre writing assessment participated on the post writing assessment.

Research:

The purpose of this study was to determine whether first grade bilingual students after receiving writing instructions using the I*nteractive Writing* Writer's Workshop instruction of the three writing traits would demonstrate understanding of the writing traits (organization, word choice and conventions) by applying the writing responses to teacher's expository and narrative writing prompts. Students, who were intrinsically involved and motivated to reach the known writing components on the I*nteractive Writing* Writer's Workshop, increased writing scores at a greater rate from fall of 2005 to spring of 2006.

The first grade bilingual students completed the surveys and were analyzed, compared and the descriptive statistics were calculated by the author. The writing data from the pre and post writing assessments were collected and analyzed for organization, word choice and conventions. Twenty-three first grade bilingual students participated in the pre and post writing samples. These samples were scored using the three traits from Darla Wood-Walters writing rubric. The areas that were scored were: organization, word choice, and conventions. The average scores in all three areas increased from fall of 2005 to spring 2006. The organization ideas rose from the average of 0% to 61%, scores on the word choice from 0% to 44% scores and on conventions raised from 0% to 63%.

Pre Writing Assessment

	5: Strong	4: Effective	3: Developing	2: Emerging	1: Not Yet
SCORING GUIDE					
organization	0	1	4	10	8
word choice	0	2	6	8	7
conventions	0	4	7	6	6

Figure 3:

In the pre writing assessment on the scoring guide (organization, word choice, and conventions) the results for the expository prompt showed ten students were at the emerging stage, eight students, showed on the word choice, and seven students on conventions. This graph showed that some students were developing in all three areas of the writing traits, organization, word choice and conventions; however more than half of the students were developing strength and need for revision.

Post Writing Assessment

	SCORING GUIDE				
	5: Strong	4: Effective	3: Developing	2:Emerging	1: Not Yet
organization	14	6	2	1	0
word choice	10	7	3	3	0
conventions	12	4	2	1	0

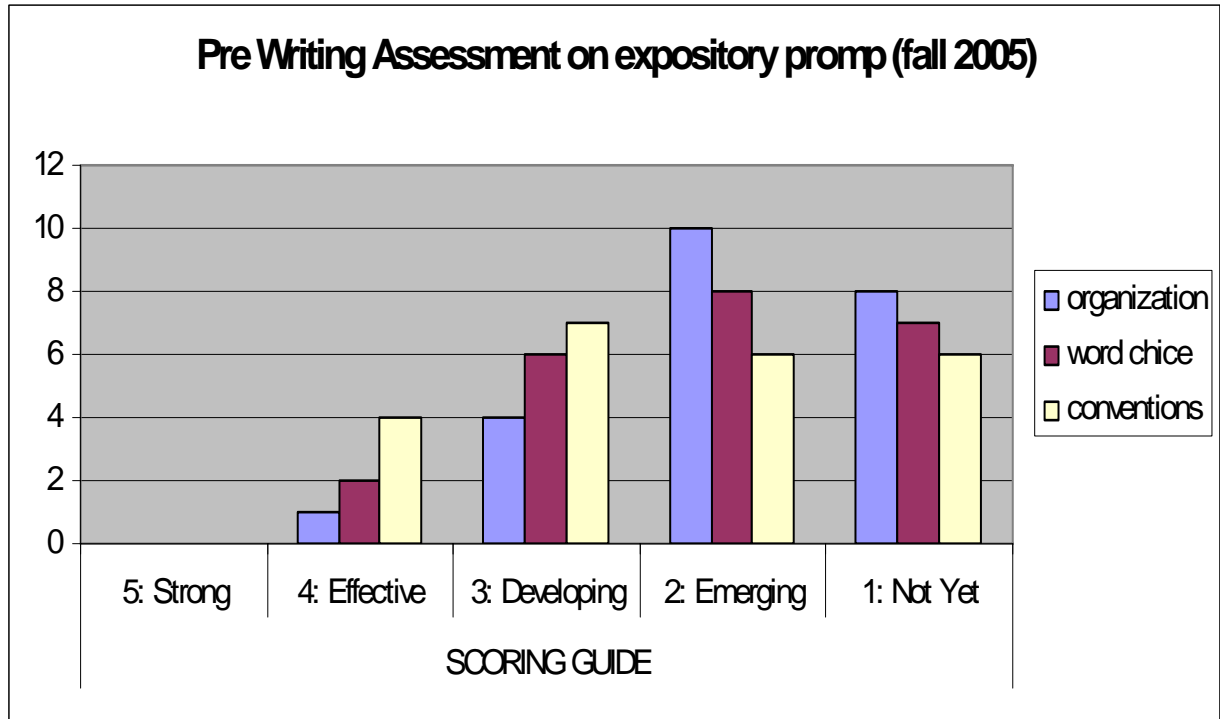**Post Writing Assessment on expsitory prompt (spring 2006)**
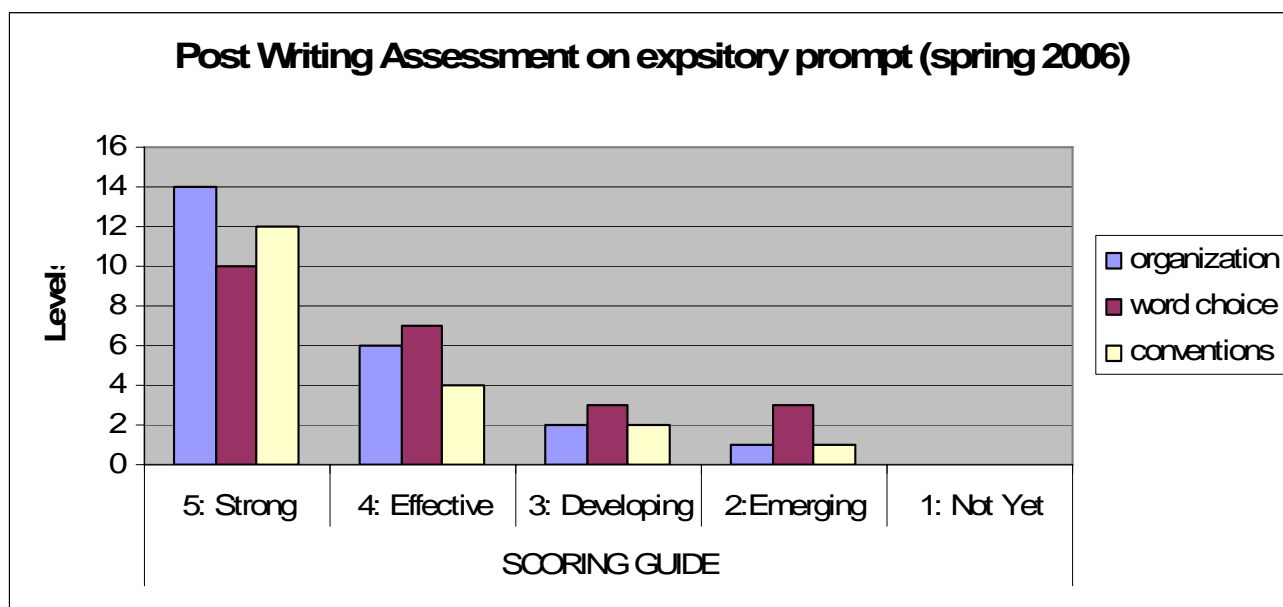
Figure 4:

In the post writing assessment and the scoring guide (organization, word choice, and conventions) the results for the expository prompt showed fourteen students were strong on organization, ten students were strong on word choice, and twelve students were strong on conventions. This graph showed that more than half of the students were strong and had control of the skill in this trait and much strength presented.

 The average scores for organization climbed 61% from fall 2005 to spring 2006. The average scores for word choice climbed 44% from fall 2005 to spring 2006. The average scores for the writing conventions climbed 63% from fall 2005 to spring 2006. This graph demonstrated the strong level of significance in the growth of *Interactive Writing* Writer's Workshop with the focused on (organization, word choice, and

conventions) the average percentage gained was significant higher from the fall 2005 to the spring 2006 in all three areas of the interactive writing.

Findings:

     The interactive writing instructions will continue in the Eastern Washington Elementary School District changed with the addition of instructing students on specific objectives. The writing assessments and scores from the twenty-three first grade bilingual students from fall 2005 to spring 2006 were collected and compare. Students who participated in the interactive writing pre writing sample were scored using the 1st grade three writing traits from Darla Wood-Walters writing rubric in the fall of 2005. In the spring the same 1st grade bilingual students who participated in the interactive writing post writing sample were also scored using the 1st grade three writing traits from Darla Wood-Walters writing rubric. Scores were averaged and compared from the pre and the post writing samples from fall 2005 to spring 2006. The interactive writing scores increased in all areas: organization, word choice, and conventions from fall 2005 to spring 2006.

     Data was separated by trimester from fall to spring. Comparison between the fall and the spring scores increased to a higher number in all three areas. The fall writing sample scores were compared to the spring writing samples scores. The spring writing samples increased, by a greater percentage than the fall writing samples.

     Students'' surveys and results were completed and collected by the classroom teacher. The students' responses were tallied and totaled for each question on the pre and post survey. On the pre survey most of the students responded with a 2 sometimes to

question 1 "Do you like to write?" but they also responded with 1 Not at All to question 6 "Do you look forward to writing on a daily basis?" In conclusion, more than half of the class didn't like to write at the beginning of the school year. However, the majority of the students changed attitudes towards writing in all areas of the survey.

In conclusion, the class as a whole liked writing and the students were considered good writers because of the writing traits.

Summary:

This chapter was designed to analyze the data and identify the findings. The statistical evidence shows an increased in students writing scores using the interactive writing components. The scores increased in all three areas during the 2005-2006 school year. Chapter 5 will summarize the study, draw conclusions, and make recommendations.

Chapter 5

Summary, Conclusions and Recommendations

Introduction:

 With the need to have each student meet state standards mandated by the NCLB program there has been an increased need to have programs with scientific backing and research a basis for planning all curriculums. Writing is a very complex process for the fist grade students however, teachers must find a way to help children begin the journey.

Summary:

 This project was designed to provide a factual basis that would determine if students' writing skill and writing performance would improve after receiving writing instructions on the three writing traits; organization, word choice, and conventions. This study was prepared with the intent to align and change existing writing curriculum with curriculum and assessment that would meet the requirements of the school district.

 Due to the increased a pressure from No Child Left Behind and state requirements first grade student needed to achieve higher writing standards. The No Child Left Behind ACT 2001, which was signed by President George W. Bush into law, was responsible for scrutinizing school districts, schools, and educators by holding accountable for what occurs in the school districts, schools and classrooms. The No Child Left Behind ACT held teachers and administrators accountable to focus on scientifically proven and researched based curriculum in order to teach the necessary methods.

 Research has identified the critical skills that young students needed to learn in order to become successful in writing later in the students' career. The researcher has concluded that the *Interactive Writing* writer's workshop program had provided and

helped students with the necessary materials during the students writing. The *Interactive Writing* writers' workshop gave students the confidence needed in order to become better writers and to think more positively when writing. The *Interactive Writing* writer's workshop program provided the method of learning that helped students find and master fundamental skills to help the student become more successful writers.

Conclusions:

Based upon the findings, several conclusions were drawn:

There was a obvious difference in students writing performance between the pre and post expository and narrative writing samples on the three writing traits; organization, word choice and conventions.

In the pre writing sample most of the student were at the emerging and developing stage in which students help and encouragement from the teacher was necessary. In the post writing sample most of the students were very strong on all three areas; organization, word choice, and conventions. Results showed students enjoyed writing, looked forward to writing on a daily basis, and loved to share writing with students or teachers. Students were considered themselves as good writers as a result of learning the three writing traits: organization, word choice, and conventions made writing easy and enjoyable.

The students involved in the daily interactive writing model were found to raise writing scores more then anticipated in the first grade. The scores from the pre writing assessment and the post writing assessment were compared and score used the rubric by Darla Wood-Walters scoring guide.

<u>Recommendation:</u>

The important for students is to be engaged in writing activities on a daily basis with the understanding of the criteria, which would determine the grade. The most important is to provide knowledge and objectives that will involve students in the daily interactive writing components and objectives. The purpose of this project was to provide a factual base of information regarding the interactive writing components and objectives that will drive students in the writing model that was adapted by the Eastern Washington Elementary School

Based on the conclusion, a limited set of recommendations may be suggested.

1. The student-involved *Interactive Writing* model is valued by the students and provides a guide for a writing piece.

2. *Interactive Writing,* using the writer's workshop percentage scoring, increased when the students were involved in the process.

3. The I*nteractive Writing* program helped students improve the writing in all three areas when students are involved in the process and the objectives.

4. Due to the great percentage increase in organization, word choice, and conventions model, the recommendation of the researcher is that the model continue to be used and to teach the interactive writing in the classroom.

5. The researcher also recommends that, because of the students' response, the students involved in the interactive writing model be implemented and studied in other areas within the classroom.

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9770

Appendix A

Writing Questionnaire

1. do you enjoyed writing

2. how do you enjoyed writing

3. how the writing traits helped you in writing

4. do you see yourself as better writer since you learned the writing traits

5. do you think that sharing your writing with others would help you

6. do you looked forward to writing

7. do you liked to share your writing with others

8. do you preferred to with at home

9. do you preferred to write at home or at school

       The students' survey used was the following rating:

       A lot   Sometimes   Not at all

 A pre and post test was created. The pre and post test consisted of two prompts, and expository prompt and a narrative prompt. The expository read as follows: Explain how make a snowman. The narrative prompt read as follows: Explain what your favorite toy is and why.

Evaluation of the post test:

       The interactive writing scoring guide was used to evaluate and analyzed the writing samples from the post test on organization, word choice, and conventions. The scoring guide also helped the teacher to see where was the students need and by doing this the teacher focused on the need of the students' growth.

<u>Data Analysis:</u>

   The data was analyzed for results and findings. The pre and post test data was collected from the 23 first grade bilingual students who took part in the survey. The teacher need to compare and constantly looked through the data and keep comparing the date that was collected earlier in the study with data collected later in the study. The teacher has compared what the students did in November 15, 2005 with what they did in March 15, 2006. The teacher compared the students' written work from the pre-test and the post test. By gathering the data analysis the teacher was able to see the difference between the students written work from the beginning of the school year to the end of the school year.

Appendix B

Students Writing Survey Rating Criteria:

Appendix B

3= a lot

2= sometimes

1= not at all

Appendix C

Expository Writing Test/Prompt

Name:_____ Date:_____

Writing Assessment   pre-test   post-test   (circle one)

Expository: Explain how to make a snowman.

_____

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Appendix D

Narrative Writing Test/Prompt

Name:_____ Date:_____

Writing Assessment   pre-test   post-test   (circle one)

Narrative Writing: Explain what is you favorite toy and why.

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Appendix E

Writing Interaction Continuum and Scoring Guide

5= Strong:

Show control and skills in this Interactive writing much strength present.

4= Effective:

On a balance the strengths out weigh the weaknesses, and small amount of revision is

needed.

3= Developing:

Strengths and need for revision are about equal; about halfway home.

2= Emerging:

Need for revision out weighs strengths; isolated moments hit at what the writer has in

mind.

1= NOT YET need lots of help in all areas of writing.