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HELPING STRUGGLING WRITERS THROUGH
SELF-REGULATED STRATEGY
DEVELOPMENT

by
Rajvi Kamdar

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Science in Teaching Degree
of
The Graduate School
at
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Approved by _____
Advisor

Date Approved _____

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ABSTRACT

Rajvi Kamdar
HELPING STRUGGLING WRITERS THROUGH
SELF-REGULATED STRATEGY
DEVELOPMENT

2007/2008

Prof. Yvonne Rodriguez
Master of Science in Teaching

The purposes of this action research was to determine the effectiveness of implementing a self-regulated strategy development model to teach a story writing strategy to three 3rd grade students at a New Jersey Elementary School. This study involved a comparison of stories written by students before and after self-regulated strategy development instruction. Students chosen to participate in the study lacked proficiency in story writing and held negative beliefs towards writing in general. All participants completed a Pre-SRSD Story Writing task, which was holistically scored to determine student ability in story writing. The Pre-SRSD Story Writing task was submitted prior to SRSD instruction and compared with the Post-SRSD Story Writing task which was completed after SRSD instruction one week later. The Post-SRSD Story Writing task was holistically scored and analyzed using a rubric to determine whether the writing ability of participants improved as a result of SRSD instruction. Results of this analysis showed that SRSD did improve writing proficiency of low writing ability students.

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Chapter 1

Introduction

Story Behind the Research

Fluency in writing is extremely important and plays a very important role in the ability for students to clearly communicate with others. Whether the students realize it or not, proficiency in writing is crucial in order to complete many of life's everyday tasks and to succeed in the world. Students must be able to write cohesively for a number of reasons. Writing is essential to relay information, express opinions, document and report research findings, and in a broader sense, to obtain and keep a job. The value of becoming proficient in writing is negligible for students who feel that they cannot write. This topic is also important to me because I was once a struggling writer, and in many ways, still am. For this reason I aim to help struggling writers build the confidence they need in order to obtain the tools they need to be successful in all aspects of life.

I believe the foundations of skillful writing begin with having confidence in your abilities to achieve the task. Having the procedure of writing modeled to me by my teachers greatly helped me to better understand the process and also helped me to write better. It allowed me to become aware of the struggles that writers may face and provided me with information about how to work through those struggles. Reading stories written by my classmates and peers also helped me to learn story parts. Reading the work of my peers helped me realize what important parts my stories were missing while at the same time helped me brainstorm ideas for writing. Talking to my peers and discussing possible

writing topics also helped me to organize my thoughts and write more coherently.

Problem

As I began my observations in the 3rd grade classroom, I noticed that most students lacked a willingness to write. The reason for this was startling yet unclear. At CLS Elementary School, writing was the first subject of the day. During this time, students seemed more concerned with catching up with friends than they were with writing. Through their talk, I heard many vivid stories about television shows, movies, after school activities, life at home, and more. When students were asked to write about these same topics, the overall feeling of the class was “Oh man! I hate writing!” This observation may indicate that student’s inability to produce sound compositions may be due to the fact that they are not in the mood to write because they are distracted by their desire to talk to their friends. It may also indicate that students do not feel confident in their ability to write successfully and thus do not want to write. These students also demonstrated a more negative attitude towards writing. When students were required to free write, they had trouble brainstorming ideas to write about and focused more on drawing pictures. Students were allowed to draw pictures to help them brainstorm possible writing topics. This strategy worked for some, but for the most part seemed ineffective. When given a prompt or idea to write about, students had a lot of trouble putting their ideas into words and even more trouble elaborating their ideas with details. Students were finishing their stories in just one paragraph. This problem of struggling writers is a global issue found in many classrooms in the USA and the results of this struggle are very wide known. Harris et al (2002) supports this argument and states that struggling writers produce writing that is shorter, less cohesive, and poorer in quality.

These students also tend to demonstrate a more negative attitude towards writing. After being faced with these writing issues in my classroom, I asked myself, “How can I use Self-Regulated Strategy Development to teach students writing strategies in order to increase the self-efficacy of struggling writers so that their writing is more complete and comprehensive?”

Critical Question

How can I use Self-Regulated Strategy Development to teach students writing strategies in order to increase the self-efficacy of struggling writers so that their writing is more complete and comprehensive?

Chapter 2

Integrated Action Used

In order to help struggling writers become more confident in their ability to write I applied a Self-Regulated Strategy Development model to teach writing strategies. My goal was to provide students with the strategies they needed in order to produce cohesive writing, thus fostering positive attitudes about their ability to complete writing tasks. I chose to implement this particular strategy because of its incorporation of self-statements to help students self-regulate during the writing process. The self-statements served to encourage students to keep trying and not give up when writing. This attribute of SRSD appealed to me because I felt my students had no motivation to write. I felt that self-statements would foster in students intrinsic motivation to write because they are able to not because they have to. I also chose to implement SRSD because of its emphasis on modeling. SRSD encourages educators to model the use of writing strategies to students. I feel this is extremely important so that students can learn how to use strategies properly and effectively. Teaching writing strategies using SRSD involves 5 steps. SRSD begins with the discuss it stage in which the whole class discusses their existing knowledge about a specific genre of writing and the target strategy to be implemented is introduced and discussed as well. The crucial part of this stage is that students must make a commitment in writing to learn the strategy and actively participate in the process. The next stage is model it. During this stage, the teacher models how to write a composition using the strategy to be implemented. It is crucial that the teacher speaks-aloud the steps

she is taking. The next stage, memorize it, requires students to memorize the mnemonic for the writing strategy to be implemented, as well as develop positive self-statements to use during writing. These self-statements are to be memorized as well. The next stage, support it, requires students to begin writing using the learned writing strategy with the support of the teacher. The teacher assesses student progress and provides support until the student reaches the independent performance stage in which students can effectively use the strategy independently. After SRSD instruction, students will be able to produce complete and cohesive compositions and their attitude towards the writing task will change drastically for the better.

Chapter 3

Context for the Research

School and Community

The present study took place at the C.L.S. Elementary School in Egg Harbor City, New Jersey. It was a Preschool through 4th grade school with three preschool, Kindergarten, 1st and 2nd grade classrooms and two 3rd and 4th grade classrooms. The school was successful in making their AYP for the 2006 school year and was not classified as in need of improvement (www.state.nj.us/education/). The school day for the students of C.L.S. Elementary school began at 8:15 am and ended at 3:00 pm. Many students stayed after school for extra assistance. My cooperating teacher was a part of the after school EIRP (Early Intervention Reading Program) program. This program aimed to improve reading skills and strategies for students who were already able to read but needed help with comprehension. The school also offered the Wilson Reading Program which was a decoding and encoding reading program for students who were not yet able to read words. Wee Deliver was one of the many clubs offered at the school in which students in the whole school were encouraged to write letters to students and teachers in the building. The Wee Deliver program made sure to deliver letters every morning. Students loved this program and wrote letters during every free period they had.

The school served the Egg Harbor City area and was located in a suburban setting. All students resided within 2 miles of the school and thus either walked to and from school or were driven by a guardian. There were 305 students enrolled in the

school, in which about 40% were Hispanic, 37% were White, non-Hispanic, 22% were Black, non-Hispanic, and less than 1% were Asian/Pacific Islander. Of these students, about 67% were eligible for free or reduced-price lunch programs (www.GreatSchools.com).

Classroom

Having taught in a 3rd grade classroom, I have learned quite a bit about how 3rd grade is run. The curriculum was focused on reading, writing, and math in preparation for the ASK 3 at the end of March 2008. Reading and writing were taught everyday from 8:20-11:00 am. During this time, students engaged in writing workshop where they either wrote freely or worked on a specific writing assignment. Students also engaged in reading as a whole class. During this time, reading comprehension and vocabulary was targeted. The students also then broke up into small groups. During this time, students worked at centers while small groups of students were called upon for guided reading. A resource room teacher also came in during small group time and worked with the students who had IEP's. Another big chunk of the day was spent on math. Math was taught everyday from 1:10-2:50 pm. During this time, students worked on math boxes. Math boxes were questions and problems that reviewed the skills and concepts taught so far. Students were also taught the lesson of the day. The resource room teacher was also present during the math lesson. Aside from math, writing, and reading, students were also taught Health, Spanish, and Library each one day a week. Science was also taught two days a week.

The students in my 3rd grade class were below and on 3rd grade level for reading. Seven students were below level, fourteen were on level, and three were above level.

Four students had been classified and had IEP's while two other students were in the process of being tested. As for math, all students were on level with students struggling with some concepts while excelling at others. Overall, the teachers were very dedicated and passionate about their students and tried everything in their power to guide these students in the right direction. Below is a table of student information.

Table 1
Student Information

Name	Gender/Age	Race/Ethnicity	Language	Hobbies	Interests	Fav. Subject	Least Fav. Subject
1	F/8	Indian/Black	English	Jump rope, karate, singing	Rocks, animals, Hannah montanna	Math, Spanish	Health
2	M/9	Italian	English	Hula hop, art, wood worker	art	Art	Gym
3	M/8	English	English	Video games, cartoons	Football, games	Gym	Reading
4	M/9	Black	English	Friends, music	Games, fights	Math	Reading
5	M/9	Part Italian	English/Spanish	Basketball, soccer	Games, computers	math	Music
6	F/8	Italian/Danish	English	Karate	Ice cream, dolls	Math	Reading
7	F/9	Irish	English	Soccer, softball, twirling, gymnastics	Rocks	Science	Reading
8	M/9	Puerto Rican/Black	English/Spanish	Football, basketball	Karate, kickball	Math	Reading
9	F/8	Italian	English	Jump rope, sing, dance	animals	Science	Math
10	M/9	Irish	English	Skateboarding, basketball	drums	Gym	Math
11	F/9	Puerto Rican	Spanish/English	Jump rope, dancing, modeling	Tinkerbelle, brats, Hannah Montanna	Library, art, gym, computers	None
12	F/9	Italian	English	Karate, dance	Candy	Math	Reading
13	F/9	American Indian	English	All sports, dance, hula hoop, jump rope	Animals	Math, writing	Recess
14	M/9	Spanish	Spanish	Riding bikes	My quad	Reading	Math
15	F/9	Indian/Black	English	Dance, sing, jump rope	Stickers, gymnastics	Gym, spelling	Math
16	M/8	Irish	English	Bmx, skate board, jump roof to roof, ripstick	none	Science	Music
17	M/9	Black	English	Run, football, swim, games	Dogs	Gym	Recess
18	M/8	Italian	English/Italian	PS2, trampoline, skateboard, Nintendo	None	Gym	Math
19	M/8	Haitian	Haitian/English	Soccer, football	Sports	Math	Reading
20	M/8	Half French	English	Pretending to be a ninja	Animation	Science	Writing
21	F/8	Puerto Rican	English/Spanish	High School Musical	Gymnastics	Science	Writing
22	M/9	Irish	English	Drawing	Hamsters	Math	Writing
23	F/8	Absent					
24	M/11	Expelled					

Prior to the onset of the study, student information was gathered in order to better understand and get to know the students. Table 1 above summarizes the information gathered from a teacher created student information worksheet entitled “Tell Me Something I Don’t Know” (See appendix E). Students were asked about their family makeup, race/ethnicity, language, interests, hobbies, and favorite and least favorite subjects.

Participants

Participants for this study were selected based on the degree of their ability to write fluently. All students were asked to complete a writing task which involved planning and writing a story about a spaceship landing on the school playground (See appendix F). Students were observed during the writing process and their comments and actions were recorded. Student performance on the writing task was analyzed using a elementary/intermediate rubric (See appendix B) found online. Students whose writing lacked story parts, was unorganized, and lacking substance according to the rubric used to assess the story were chosen to potentially participate in the study. These students were then given the Writing Attitudes Inventory Scale (See appendix C & D) created by me to identify their emotional responses to writing. Finally, out of the students who took the writing attitudes inventory, the students who stated they did not like to write were chosen to participate in the study. These particular students (students #20, 21, and 22) were selected to participate in this action research study because the aim of the study was not only to improve student writing ability, but also to change student attitudes about the writing task and their belief in their ability to write fluently.

Table 2

Condensed Summary of Writing Attitudes Inventory Scale Pre-SRSD

1 = I never feel this way. 2 = I sometimes feel this way. 3 = I always feel this way.			
	Student # 20	Student # 21	Student # 22
1. I like to write.	1	2	1
2. I get frustrated when I have to write.	2	3	2
3. I like to free write.	1	2	2
7. I find writing easy.	1	1	2
8. I find writing hard.	3	3	2

Table 2 above summarizes participant answers to the Writing Attitudes Inventory Scale. Target questions (question #1, 2, 3, 7, & 8) used to choose participants for the study and their answers are included. These students indicated that they sometimes, if not always, did not like to write and found the task very hard and frustrating. It is for these reasons that these students were chosen to participate in the study.

Chapter 4

Literature Review

Students all over the world face difficulties when it comes to writing (Saddler et al, 2004). The ability to write coherently is essential in order to communicate with others, to preserve and transmit information around the world, to expand your knowledge about a topic, and to express your thoughts and opinions about a matter (Graham & Harris, 2005). In reality, “Three out of every four 4th, 8th, and 12th-grade students achieve only partial mastery of the writing skills and knowledge they need at their respective grade levels. Only 1 in 100 students attains ‘advanced’ writing skills (Lienemann, Graham, Leader-Janssen, & Reid, 2006, p. 66).” According to Mason, Harris, and Graham, 2003, these students who struggle as writers often have very negative attitudes towards the writing process. These students are not very familiar with the basic processes of good writing and have trouble generating ideas for their writing. Struggling writers do not plan their compositions by using prewriting strategies, but instead, they make-up information as they write. They tend to focus their revisions on grammar and other syntactical errors rather than on content. These students usually put forth very little effort into their compositions because they do not find the task engaging or motivating (Mason, Harris, & Graham, 2003). Addressing the problems that struggling writers face as early as possible is crucial because waiting till later grades to tackle writing problems has not been very successful. Early intervention should minimize the number of students who develop long-term writing difficulties while maximizing the writing development of young at-risk

writers (Lienemann et al, 2006). The reporting of this action research aims to explore the effectiveness of a strategy called Self-Regulated Strategy Development (SRSD) in helping struggling writers acquire the tools needed to “maximize their writing development.” This literature review will help to support the hypothesis that SRSD increases the quantity and quality of compositions written by struggling writers, and also fosters positive attitudes about the writing process. It will also lay the foundation for the reputation of the writing strategy WWW, What=2, How=2 as an effective means for writing instruction.

SRSD is a technique used to teach students composition strategies that will help them organize their ideas and produce more sound compositions. SRSD aims to target the affective, behavioral, and cognitive characteristics of struggling writers by incorporating self-regulation tactics into the teaching of composition strategies. This strategy helps struggling writers by helping them develop the knowledge and skills needed to effectively plan, write, revise, and edit their compositions (Graham et al, 2000). It also aids them in developing self-regulated procedures to monitor and manage their writing. Together, these two characteristics of SRSD help students to develop positive attitudes about themselves and their ability to write (Harris, Graham, Mason, & Saddler, 2002). All together, SRSD involves six instructional stages, which are all designed to allow teachers to be flexible in reordering, combining, modifying, repeating, or eliminating stages as per student need (Graham, Harris, & Troia, 2000). These six stages are; develop background knowledge, discuss it, model it, memorize it, support it, and independent practice.

The first stage of SRSD, *developing background knowledge*, is often neglected in most writing lessons (Glaser & Burnstein, 2007). The acquisition of pre-skills needed for a writing task and the activation of prior knowledge about the subject is often lacking in struggling writers. During this stage, students attain the skills and tactics required to apply a given writing strategy, while at the same time, goal setting as well as self-monitoring strategies are introduced. During the *discuss it* stage, the students and teacher discuss, as a class, how and why the strategy will be beneficial in aiding the students in writing. Individual discussion between the student and teacher also takes place during this stage so that the strategy being implemented can be modified to address the specific needs of the individual student. Self-regulated goals and self-instructions are generated for the student by the student with the guidance of a teacher during individual student-teacher discussion. In the *model it* stage, the teacher is responsible for modeling the use of the writing strategy using self-statements and self-instructions throughout the process. This stage is critical in order for the student to see the strategy in action. “Academic competence, including competence in writing, develops from first observing models and then becomes internalized in a series of skill levels (Helsel & Greenberg, 2007).” During stage four, *memorize it*, students are encouraged to memorize the acronyms and strategy steps of the implemented writing strategy. The *support it* stage serves as a stage where teachers can scaffold instruction in order to provide assistance and support when needed. During the final stage, the *independent performance* stage, students should be able to use the writing strategy independently without any assistance (Harris et al, 2002).

A study by Saddler, Moran, Graham, & Harris (2004) aimed to examine whether early supplemental strategy instruction could help to wipe out the writing difficulties that

struggling 2nd grade writers faced. The six students that participated in this study came from a second grade classroom where writing instruction was primarily done through writing workshops. These students were also taught a prewriting and revising strategy in their classrooms but seldom used the strategies when writing. All students were identified as struggling writers by their teachers. During the study students were taught task-specific strategies for completing a writing task using the SRSD model. “The emphasis during SRSD instruction is on students’ independent use of the target strategy and accompanying self regulation procedures (Saddler et al, 2002, p. 9).” Students received weekly instruction on what strategy to use, when to use it, and how to use it. The writing strategy employed was the WWW, What=2, How=2 strategy. The mnemonic WWW, What=2, How=2 mnemonic refers to a series of questions regarding the setting, main event, characters, and character emotions that prompt students to develop their story (Mason et al, 2004). Results of the study showed that before SRSD instruction, all students produced short and unfinished stories that lacked quality. Stories averaged 42 words and contained only 2.5 story elements and no pre-planning was done by any of the students. After SRSD instruction students wrote longer more clear and complete stories that contained all seven story parts. “Marcus’s papers became almost 7 times longer, and quality scores improved fourfold (Saddler et al, 2004, p. 12).” As stated in the article (Saddler et al, 2004), all students made a conscious effort to use the planning and writing strategies introduced during the SRSD instruction while working on the post-instruction writing task. Students wrote down the mnemonics, graphed their story parts, and made notes pertaining to each story part in their pre-planning. These students also carried their newly acquired writing strategies onto their future writing tasks as evidenced from the

stories they wrote during the maintenance stage of the study. “This extra planning instruction had a strong effect on students’ story writing and resulted in improvements...(Saddler et al, 2004, p. 15)” This study demonstrates that strategy instruction in planning and organizing a students writing does indeed advance the development of struggling writers.

My hypothesis was further supported by an article by Harris et al (2002) in which the progress in writing of a 5th grade student who received SRSD was discussed. After receiving SRSD instruction, the students’ composition became longer and included many more story parts. The student was very successful at self-regulation. “Mike continued to self-monitor and self-reinforce his writing by graphing story parts (Harris et al, 2002, p. 113).” He also continued to use positive-self-statements to motivate himself to write during future writing task. The effects of SRSD on this students’ attitude towards writing as well as his ability to write were clearly positive. His story went from two sentences to about fifteen sentences and his story was coherent and flowed well. Coming into a writing task with very negative attitudes about writing really hindered his ability to produce good writing. SRSD and the built in self-regulation tactics helped to motivate him to write and also fostered a positive attitude towards the task of writing. The writing strategies implemented by the teacher also gave him the necessary knowledge about the writing process to help him succeed on writing tasks.

Helsel & Greenberg (2007) discussed the outcome of using SRSD to enhance the writing skills of a 6th grade girl, Keely (pseudonym), who struggled with writing. She had difficulty producing written summaries of things that she read. After learning strategies to self-regulate herself she showed miraculous improvement in writing. The strategy gave

Keely the knowledge that she needed to write a complete summary. She had developed the self-efficacy beliefs she needed to succeed independently at the writing task. SRSD also taught Keely to focus on content over quantity. “She also began to use self-instructions to help herself stay focused, work through difficulties, and guide her thinking (Helsel, 2007, p. 758).” Overall, Keely’s progress in writing showed that SRSD is again, an effective for teaching writing strategies.

As evidenced from the findings of Harris et al (2002), an extremely important component of SRSD, which seems to aid in enhancing motivation to write and fosters positive attitudes towards writing, is self-talk. Self-talk aims to eliminate any negative attitudes and emotions students feel towards writing. An article by Payne, B. & Solley, B. (1992), describes the benefits of self-talk for students who struggle with writing tasks. Teaching students how to use self-talk during writing tasks can help students become more aware of their own cognitive characteristics, as well as of the demands of the writing task and available writing strategies. Through self-talk, students can learn how to regulate their thoughts through internal self-statements, thus increasing self-control while decreasing any anxiety over the task of writing (Payne & Solley, 1992). Helsel & Greenberg (2007) found substantial evidence for the benefits of self-talk as well. Keely had made signs that said ‘keep thinking’ and ‘stay focused’ to keep over her desk at home. Not only did she use the self-statements at school during writing tasks but she extended the strategy to the work she did at home. “Keely was beginning to see the value of using self-instructions to self-regulate her approach to her schoolwork (Helsel & Greenberg, 2007, p. 757).” The results of self-talk are so positive and affirming for students that they themselves begin to see the value of using self-talk to monitor their

writing. As indicated by Harris et al (2002), guiding students to brainstorm self-statements and urging students to use them during the writing process really helped Mike to change the way he approached the writing task and thus can be beneficial for all struggling writers. Students in the study by Saddler et al (2004), used many self-statements for a variety of situations. When identifying the problem students said to themselves, “What do I have to do here?” When planning their composition, students said “What comes next?” Students made statements such as “Does that make sense?” during self-evaluation, and “I really like that part.” during self-reinforcement. Students also coped with the task of writing by making statements such as, “I’m almost finished!” These students found self-talk to be encouraging and used it as a guideline to stay on track. All students improved the quality and quantity of their work and changed their views about the writing process (Saddler et al, 2004). “Self-talk includes goal-setting, guiding, coping, and reinforcing statements that encourage students to write and enhance the ease with which they write (Payne & Solley, 1992, p.3).” All of these components are necessary in order for students to develop good writing skills.

SRSD is a strategy that not only encourages self-talk but also help students utilize specific writing strategies that help to organize and structure student compositions. WWW, What=2, How=2 is a specific writing strategy designed to help students generate story ideas and organize story parts in a matter that flows. “...the organizing mnemonic, WWW, What=2, How=2, support students specifically in generating, organizing, and elaborating on ideas for narrative writing through structured brainstorming of each story element before writing (Patel & Laud, 2007, p.34).” As evidenced by Saddler et al’s (2004) study, the mnemonic WWW, What=2, How=2 is very effective in helping

students elaborate their ideas and form coherent stories that contain as many story parts as possible. "Following instruction, students' stories became more complete, longer, and qualitatively better (Saddler et al, 2004, p. 15)." Research conducted by Mason et al (2004) examines this mnemonic used in conjunction with SRSD. The focus of their research was a boy named Damien. Damien was a struggling writer who was taught the mnemonic for story writing. After learning to use the mnemonic, his stories increased in length and included many more story parts. His attitude toward writing also changed. During the writing task, Damien consistently referred to the self-statements he developed prior to, during, and after writing the story. As Payne & Solley (1992) mentioned in their article, self-talk plays a huge role in the attitudes of students towards writing. "Not only did Damien's story writing improve, but there was a positive change in how he approached the task of composing (Mason et al, 2004, p. 72-73)." It looks like Payne & Solley were on the right track. SRSD combined with intense self-talking elevates students' perception of their writing abilities and thus makes them better writers. At the end of his SRSD instruction, Damien was much more motivated to write and put a lot more effort into his compositions. This article also provided further support for the WWW What=2, How=2 story writing mnemonic. The mnemonic helped Damien structure his writing just as it helped the students in Saddler et al's (2004) study. The students in both articles felt more confident and prepared to approach a writing task when they had a tool to organize their ideas at their disposal, and it is that confidence that led them to become better writers.

A study by Glaser & Brunstein (2007), further explored the effectiveness of SRSD by comparing the compositions of struggling writers who learned writing

strategies with SRSD instruction to struggling writers who learned the same writing strategies but without SRSD. This study helped to provide substantial evidence for SRSD used in conjunction with writing strategies as opposed to teaching writing strategies alone. The writing strategy employed was in essence the WWW, What=2, How=2 strategy, but because the study was conducted in Germany, a different acronym was used. This study found that 4th grade students that received SRSD instruction in conjunction with a writing strategy had posttest and maintenance story quality scores that were higher than their pretest scores. Students who received writing strategy instruction only showed improvement in their story quality from pretest to posttest but then went reverted back to old writing habits during maintenance. These results showed that although strategy instruction is beneficial with or without SRSD, the longevity of the skills gained from the strategy decrease without SRSD instruction. "...from these results, one may conclude that writing interventions are most likely to produce strong and lasting effects on children's skill development if they include an extended period of explicit instruction in, and deliberate practice of, core self-regulation activities (Glaser & Brunstein, 2007, p. 307)." The instruction of writing strategies is maintained only when self-regulating and self-monitoring tactics are introduced to and acquired by struggling writers. This study also provides further support for the WWW, What=2, How=2 writing strategy. The benefits of the strategy employed to these students with SRSD were the same as the benefits that Damien exemplified in the article by Mason et al (2004) and the students in the study by Saddler et al (2004). In all cases, student story quality improved greatly and students maintained that quality on subsequent writing tasks. This research further

supports the hypothesis that SRSD increases the ability of struggling writers and also supports WWW, What=2, How=2 as an efficient writing strategy.

Overall, the research conducted on SRSD as well as on the WWW, What=2, How=2 writing strategy has provided us with considerable evidence in favor of its use. Both strategies, especially when used in conjunction have proven to increase the writing ability of struggling writers by helping students write more and include more story parts. With the support of previous research, implementation of SRSD and WWW, What=2, How=2 in my 3rd grade class will hopefully increase student motivation to write and produce more quality compositions. Hopefully instead of hearing “I hate writing!” and “I can’t do this!” I will start to hear, “I love writing!” and “I can do this!” In Helsel & Greenberg’s (2007) article, Keely was asked how she felt about the strategy she was taught after she had been using it for a while. “She responded that it ‘makes it a lot easier because I know what to do (Helsel & Greenberg, 2007, p. 758).” By using SRSD to teach writing strategies, I hope to give struggling writers the knowledge of “what to do” and thus make the task more manageable and the results more promising.

Chapter 5

Research Methods

Brief Overview of Action Research Process

Action research is a powerful tool that educators have at their disposal. According to Carr & Phillips, 2006, it allows educators to explore various avenues of pedagogy in their own classrooms that will increase student learning while at the same time transform them into more effective teachers. Through reflection, critical analysis, and continuous assessment, educators explore ways to make their teaching more effective in order to increase student learning and achievement. As teachers we, must constantly research various teaching methodologies and styles in order to increase student learning. Action research is a way for educators to “...identify areas of improvement, generate ideas, and test these ideas in practice” (Carr & Phillips, 2006),” thus allowing us to empower teaching and learning.

The present study takes an integrated action approach to research. It aims to try out a specific teaching method, SRSD, in order to address a concern and improve student learning specifically in writing.

Data Collected

Various forms of data were collected throughout the study. Students were observed during every part of the writing process and all observations and field notes were kept in an ongoing journal. Students’ attitudes towards writing were measured pre- and post-SRSD using a teacher created Writing Attitudes Inventory Scale (See appendix

C & D). A portfolio of student work was also compiled for each student in the study. This portfolio included pre- and post-SRSD writing samples with WWW What=2, How=2 prewriting worksheets, student reflections about the writing strategy used, self-statements, rubrics used to assess writing, the Writing Attitude Inventory Scale, and the individual interview. All data was considered during the analysis of the action research implemented in the classroom.

Analysis

Data collected throughout the study was analyzed in multiple ways. Techniques for data analysis modeled those found in “Action Research: A Guide for the Teacher Researcher” (Mills, 2007). Observations and field notes were coded for any themes and similarities that emerged from student behavior during writing tasks. During this coding I looked for similarities and differences in student created self-statements (See appendix H) and in the use of those self-statements during the writing process. The Writing Attitude Inventory Scale was also coded for themes. These themes included shared strengths or weaknesses among students as well as shared positive or negative attitudes among students. Student pre- and post-SRSD writing samples (See appendix F & G) were also coded for shared improvements or shared declines in writing fluency. Writing samples were also assessed using a rubric (See appendix B) and then pre- and post-SRSD rubrics were compared and again coded for emerging themes in improved or declined writing fluency. Student reflections (See appendix I) were also coded for similarities and differences in student perceptions of the effectiveness of the implemented writing strategy and self-statements.

Through this analysis and the triangulation of all the data, many common themes emerged. Student observations showed that all students used their positive self-statements during writing tasks and found them to be very motivating and encouraging. There was an increased focus on the writing task due to the self-statements. A decrease in student complaints about and frustration towards completing a writing task was also evident from the observations. Comparison of the pre- and post-SRSD Writing Attitudes Inventory Scale showed a positive change in attitudes towards writing. Analysis of the rubrics showed an increase in self-efficacy and confidence towards the writing task as student work became longer, more organized, and more complete with story parts.

The effectiveness of SRSD and the ease of its application within the classroom was impressive. Each stage of the SRSD model was explained well and easy to implement and use. The model integrated many strategies that teachers already use to teach writing and thus, it can easily be integrated into any and all writing lessons and fits easily into Writing Workshop. The steps of SRSD encompass all of the techniques for teaching writing strategies and so can easily be mastered by educators. Students benefited greatly from the built in stage of modeling because it showed them the process that writers go through when writing. The self-statements were also a great hit with the students because they helped keep students on track. Record keeping required keeping a portfolio of student work and assessments, which does take time but is essential to document and track student progress in any case.

Trustworthiness

The theoretical framework for this study was based on the findings of my literature review, which I believe is comprehensive. I attempted to identify my own views

and biases and made sure to state the context of my project. I also designed my research to rely heavily on analyzing multiple perspectives. Students constantly reflected on the implemented writing strategy and documented their feelings about the strategy's effectiveness. My cooperating teacher was also asked to document her insights about the effectiveness of the strategy as well as any modifications she may suggest. Multiple data sets were collected throughout the research in order to track student progress from beginning to end. Finally, I triangulated my data as much as possible by gathering observations, interviews, and various artifacts.

Limitations

The present study also had many limitations. A major limitation I faced during this action research study was lack of time. In the morning during the writing block, my 3rd grade class had a lot of "business" to do. Students were to choose their lunch, get unpacked, and hand in homework all during writing time. So much was going on during the writing block, a lot of precious writing time was wasted, and because of this, it often took students days to complete one writing task.

These same morning duties were also distractions for students who were trying to write. Students have trouble generating ideas when they have to worry about handing in homework and choosing their lunch. In the morning, students were also excited to see their friends and all they wanted to do was talk to each other. It was extremely difficult to get students to sit down and start writing and these multiple tasks may have presented limitations to the study. Having had only 50 minutes of the day dedicated to writing also made it extremely difficult to conference with each student and provide feedback quickly. Not always being able to provide immediate feedback may have limited the study.

The length of the study was also a limitation. The study took place over 4 weeks. This was not a significant enough time period to determine if SRSD was fully effective. Although some progress was documented, full mastery of the writing strategy through the implementation of SRSD can take up to months depending on the degree of support individual students may require. Thus, since the duration of this study was only a four weeks, students may not have received all the support and guidance required to achieve full mastery in story writing, and this is reflected in the present data. My inexperience as a teacher may also have been a limitation of this study.

Potential for Bias

Although I was aware and took consideration of my preconceived notion that poor readers would probably be poor writers and spellers, this bias may have affected my participant selection, patience when interacting with the students, and performance expectations. My own feelings of inadequacy surrounding writing biased me to select this topic, and may have influenced the study. Participant's possibly internalized negative notions towards writing or themselves as students, which may have also biased the study. Participants disliked writing, were slow to get started writing, and appeared unmotivated during writing sessions. This lack of motivation may have elicited teacher biases towards these students throughout their schooling.

Chapter 6

Findings

Analysis of the data showed that the use of the Self-Regulated Strategy Development (SRSD) model to teach the WWW, What=2, How=2 story writing strategy did improve student performance on and attitude towards writing tasks. After SRSD, student compositions became longer, contained more details, and were more organized. Student complaints about having to complete a writing task also decreased after SRSD. These claims have been supported in multiple ways. Analysis and comparison of pre- and post-SRSD writing samples (See appendix F & G), comparison of pre- and post-SRSD Writing Attitudes Inventory Scales (See appendix C & D), and student reflections (See appendix I) all provide evidence for the findings of this study.

Table 3

Overview of Pre-SRSD Writing Task Scores

Student	Pre-SRSD Writing Task 1				Pre-SRSD Writing Task 2			
	Topic	Organization	Length	Score	Topic	Organization	Length	Final Score
# 20	2/3	2/3	1 pg.	57%	2/3	3/3	2.5 pgs.	69%
# 21	1/3	1/3	1 pg.	60%	2/3	3/3	1.5 pgs.	71%
# 22	1/3	1.5/3	1 pg.	74%	2.5/3	2/3	1 pg.	76%

Table 3 above depicts participant pre-SRSD writing task scores based on a rubric. Note that many other categories not included in the table such as; paragraphs, sentences, grammar, punctuation and case, and handwriting, were also assessed to determine the students' final scores. The SRSD model as used in this study focused on length of the story, focus topic writing, and organization of writing, and therefore those categories were the only ones included in Table 3. However, all categories mentioned above were used in calculating the final score. The table clearly shows that on task 1, all three participants scored very low in topic and organization. Participating students scored a range of 1-2 out of 3 possible points. This indicates that their stories for task 1 did not contain the topic in the first paragraph and that their story strayed from the overall requirements of the writing task. Critical analysis of student writing found that participants wrote long run-on sentences containing redundant information. Students also did not include much detail, but instead made extremely vague statements about the events in the story. Students had trouble elaborating on their ideas and thus their stories were very short and lacked action. As indicated in table 3, all three stories were only one page long. Their low final scores also indicate that their stories were missing many other story parts. Students did not indent at the beginning of paragraphs, and their stories lacked a clear beginning, middle, and end. Participating students scored a range of 57%-74% out of 100% total. On task 2, the students performed better in all categories but their final scores were still low indicating that there was no significant improvement in most categories assessed by the rubric. Participating students scored a range 69%-76% out of 100% total. Student writing was more organized and on topic, but there was still no clear

beginning, middle, or end, and the stories remained mostly uneventful. Table 4 provides the post-SRSD writing scores.

Table 4
Overview of Post-SRSD Writing Task Scores

Student #	Post-SRSD Writing Task			
	Topic	Organization	Length	Final Score
# 20	3/3	3/3	2 pgs.	79%
# 21	3/3	2/3	4 pgs.	79%
# 22	3/3	3/3	2 pgs.	88%

Table 4 above depicts participant post-SRSD writing task scores based on a rubric (see appendix B). Note that many other categories not included in the table; such as paragraphs, sentences, grammar, punctuation and case, and handwriting, were also assessed to determine the students' final score. This table clearly indicates an improvement in student writing. Student scores increased from a range of 57%-76% to a range of 79%-88% out of 100% total. All students stayed on topic and their stories were organized as evidenced from their score range or 2-3 out of 3 total. Some sense of beginning, middle, and end was apparent in all three stories. Student sentences became less redundant and more filled with detail and elaboration, thus making the stories longer and full of action. SRSD resulted in a significant improvement in scores. Post SRSD scores were higher than pre-SRSD scores by 10-20%, thus, indicating that SRSD was successful in improving student ability to write. Table 5 presents a summary of the post-SRSD Writing Attitudes Inventory Scale.

Table 5

Condensed Summary of Writing Attitude Inventory Scale Pre- & Post-SRSD

Key: 1=I never feel this way. 2 =I sometimes feel this way. 3=I always feel this way.						
	Student # 20		Student # 21		Student # 22	
	Pre-SRSD	Post-SRSD	Pre-SRSD	Post-SRSD	Pre-SRSD	Post-SRSD
1. I like to write.	1	3	2	3	1	2
2. I get frustrated when I have to write.	2	1	3	1	2	1
3. I like to free write.	1	3	2	2	2	2
7. I find writing easy.	1	3	1	3	2	3
8. I find writing hard.	3	1	3	1	2	1
14. The WWW What=2 How=2 strategy helped me organize my stories.	n/a	3	n/a	3	n/a	3
15. The self-statements helped me to stay motivated when writing.	n/a	3	n/a	3	n/a	3

Table 5 above contrasts student attitudes towards writing prior to and post SRSD. Key questions from the survey are included in the table. These seven questions (question #1, 2, 3, 7, 8, 14, 15) related directly to the employed strategy and therefore appear in the table. Other questions not directly related to the strategy do not appear in the table.

Students clearly showed a dislike and frustration towards writing prior to SRSD. Prior to SRSD, students expressed that they had trouble starting the writing process and generating ideas for writing. Students also said that they did not like writing because they felt it was “boring”. During the writing process, students were observed saying, “I hate writing!” (Student # 21), “Why do we have to write, it’s so boring.” (Student # 20), “I don’t know what to write about.” (Student # 22), or “It’s too hard.” (Student # 20).

Students clearly lacked motivation to write and held very negative beliefs about their ability to write prior to SRSD. After SRSD, student perceptions changed drastically. As

indicated in the student reflections, participants stated that SRSD helped them stay organized and prompted them to include all story parts in their stories. Although participant # 20 could not describe why he liked the strategy in his reflection, he did state that he liked it because it told him what to do next. Participants expressed that the self-statements helped them stay on track and re-focused them when they lost interest or motivation. Students also verbalized that they liked using the strategy and also had fun with it.

Chapter 7

Conclusions

The findings in this action research study highlight the importance of implementing a teaching model to teach writing strategies to students. This study aimed to explore the effectiveness of the Self-Regulated Strategy Development model to teach students a story writing strategy.

Despite the fact that the study was focused on only three participants in order to get a deeper analysis, the results were not unexpected. The findings support that SRSD, when implemented correctly, promotes academic achievement in writing and increases student self-efficacy towards writing in general.. “Overall, the number and quality of elements contained in each student’s story improved. As in prior empirical studies, stories became longer, more complete, and qualitatively better after students learned this strategy (Patel & Laud, 2007).” Students could more easily convert their thoughts into written words after learning the strategy and thus, their stories began to come alive. The results of this study conclude that SRSD, and its inherent component of modeling, greatly increased the quality of student compositions. By prompting students to think about story elements, SRSD helped students to expand their ideas and transformed their stories into more complete and comprehensive writing that contained all necessary story parts. Students incorporated more detail in their stories and their stories were more organized, thus making their work more cohesive. The self-statements also increased student motivation to write and encouraged them not to give up. This is important because students often

give up if a task seems too hard or time consuming. The WWW, What=2, How=2 story writing strategy helped students to organize their ideas which led to stories that flowed in logical order. The story writing strategy also helped make the writing process more manageable because it broke it up into smaller parts. Students not only liked and used the story writing strategy but it also increased their confidence and organization skills towards writing. This is crucial because if students have more confidence, students will feel better about wanting to attempt to write and also succeed at completing the task.

Chapter 8

Implications, New Directions, New Questions

The present study implies that it is indeed possible to change student views about writing. Given the proper tools for story writing, students were able to produce complete stories and were eager to write them. I found that the Self-Regulated Strategy Development (SRSD) model was a useful tool in teaching students writing strategies. As evidenced from this study, modeling the use of writing strategies for students is crucial. I learned that students must see the strategy in use in order to be able to use it themselves. Modeling the WWW, What=2, How=2 story writing strategy allowed students to see exactly how it can be used effectively. It allowed students to see an example of the thinking processes involved with using the strategy and guides them to ask the right questions when writing. Modeling the strategy also allows students to see possible struggles one may have in using the strategy and gives them ways that they can work through those struggles. Aside from the modeling, the self-statements also proved to be extremely important. These statements continuously encouraged students to stay motivated and think throughout the writing process. They helped students see that they do possess the ability to write if they put their mind to it. Overall, SRSD was extremely successful when teaching the story writing strategy and I would without a doubt implement it in my classroom.

Further research on SRSD may aim to explore its effectiveness in teaching writing strategies for various genres outside of story writing. The strategy may also prove to be

effective at various grade levels. Concentration on the impact of modeling various writing strategies for students may also shed some light on ways that writing can be made more manageable for struggling students. A deeper analysis of the effects of positive self-statements on student motivation and self-efficacy may find that they may be an effective motivator across various subjects.

As a result of this action research study, I hoped that students would gain confidence in their own writing abilities, and fortunately they did. I read stories written by students that were organized, interesting, and elaborate with details. I feel that I instilled in students a love for writing by making available to them a tool to ensure cohesive writing. From this study, I became more aware of the specific weaknesses that struggling writers face as well as what strategies work for certain students and which ones do not and I hope to carry this knowledge with me to my future classrooms. I advise educators everywhere to integrate SRSD into their daily writing program so as to help their students become effective writers and communicators.

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APPENDIX/CES

Appendix A

Student Consent Form

Student Research Consent Form

My name is Rajvi Kamdar and I am a Graduate Student in the Department of Education at Rowan University. I have received the honor of working as a Student Teacher under the supervision of Mrs. Crosson. I will be conducting a research project under the supervision of Dr. Gloria J. Hill as part of my master's project concerning strategies that improve student writing. I am requesting permission for your child to participate in this research. The goal of this study is to determine if instruction on specific writing strategies can help students to write better while at the same time, help students to feel more confident about their writing abilities.

Your decision whether or not to allow your child to participate in this study will have absolutely no effect on your child's standing in his/her class. At the conclusion of the study, a summary of the results will be made available to all interested parents. Please be advised that your child's name will remain anonymous throughout the entire study. If you have any questions or concerns please contact me at 609-432-7620 or you may contact Dr. Gloria J. Hill at 856-256-4500 ext. 3851. Thank You

Sincerely,

Rajvi Kamdar

Please indicate whether or not you wish to have your child participate in this study by checking the appropriate statement below and returning this letter to your child's teacher by March 14th, 2008.

I grant permission for my child _____ to participate in this study.

I do not grant permission for my child _____ to participate in this study.

Appendix B

Writing Assessment Rubric

List 116. RUBRICS FOR WRITING— ELEMENTARY/INTERMEDIATE

Good writing is a complex accomplishment involving the organization of ideas, the select use of vocabulary, attention to readers and purpose, and the “mechanics” of grammar, spelling, punctuation and handwriting. Rubrics provide students information about the qualities and dimensions of good writing and feedback about their progress. Examples of written work at each of the four levels should be available. Develop rubrics with your students for special writing projects such as reports, short stories, or journals.

Name	Date				
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Key word(s) near beginning	Main idea or topic in first sentence	Good main idea or topic sentence	Interesting, well-stated main idea/topic sentence	
Organization	Ideas not ordered	Some order of main idea + details or sequence	Main idea + details or sequential, as appropriate	Good flow of ideas from topic sentence + details or sequence	
Paragraphs	One paragraph or text divided but not by content	Supporting details mostly grouped into appropriate paragraphs	Ideas appropriately divided into paragraphs with supporting details	Strong paragraphs ordered to develop story or exposition	
Sentences	Mostly complete sentences; some fragments or run-on	Complete sentences; few run-on sentences	Complete sentences; no run-ons or fragments; some variety in length and type	No sentence errors; variety in length and type; sentence types relate to style of writing	
Vocabulary	Related words or ideas mentioned; limited basic vocabulary	Attempts to use new key words in description; goes beyond basic vocabulary	Uses new key/related words and ideas correctly; varies language	Uses new key/related words/ideas easily; colorful, interesting words suitable for topic and audience	
Grammar	Many errors in agreement, number, tense	Some errors in agreement, number, tense	Few errors in agreement, number, tense	No errors in agreement, number, tense	
Punctuation and Case	Several punctuation and case errors	Few punctuation and case errors	Minor errors in punctuation and case; variety used	Correct punctuation and case throughout; variety used	
Spelling	Many spelling errors	Some spelling errors	Few spelling errors	No spelling errors	
Handwriting	Hard to read; not well formed	Mostly legible	Well-formed letters	Neat, easy to read, well formed	

The Reading Teacher's Book of Lists, Fourth Edition, © 2000 by Prentice Hall

Appendix C

Pre-SRSD Writing Attitudes Inventory Scale

Writing Attitudes (Pre-SRSD)

Name _____

Circle the number that will tell me how you FEEL about writing. There are no right or wrong answers. This will not be graded. This will only be used to help me make writing easier for you!!

1 = you never feel this way!

2 = you sometimes feel this way!

3 = you always feel this way!

1. I like to write.

1 2 3

2. I get frustrated when I have to write.

1 2 3

3. I like to free write.

1 2 3

4. I have trouble coming up with ideas to write about during free writing time.

1 2 3

5. I have a favorite topic that I love writing about. It is _____.

6. I have a least favorite topic that I do not like writing about. It is _____.

7. I find writing easy.

1 2 3

1. I find writing hard.

1 2 3

2. I like to be told what to write about.

1 2 3

3. I do not like to be told what to write about.

1 2 3

4. Picture prompts help me write.

1 2 3

5. Drawing a picture helps me write.

1 2 3

Appendix D

Post-SRSD Writing Attitudes Inventory Scale

Writing Attitudes (Post-SRSD)

Name _____

Circle the number that will tell me how you FEEL about writing. There are no right or wrong answers. This will not be graded. This will only be used to help me make writing easier for you!!

1 = you never feel this way!

2 = you sometimes feel this way!

3 = you always feel this way!

1. I like to write.

1 2 3

2. I get frustrated when I have to write.

1 2 3

3. I like to free write.

1 2 3

4. I have trouble coming up with ideas to write about during free writing time.

1 2 3

5. I have a favorite topic that I love writing about. It is _____.

6. I have a least favorite topic that I do not like writing about. It is _____.

7. I find writing easy.

1 2 3

8. I find writing hard.

1 2 3

9. I like to be told what to write about.

1 2 3

10. I do not like to be told what to write about.

1 2 3

11. Picture prompts help me write.

1 2 3

12. Drawing a picture helps me write.

1 2 3

6. The WWW What=2 How=2 strategy helped me write better stories.

1 2 3

7. The WWW What=2 How=2 strategy helped me organize my stories.

1 2 3

8. The self-statements helped me to stay motivated when writing.

1 2 3

Appendix E

Student Information Sheet

Tell me Something I Don't Know!!

Name _____

1. Boy or Girl
2. What race or ethnicity are you?
3. What language do you speak?
4. Who is in your family? Include pets!
5. What are your hobbies?
6. What are you interested in?
7. What is your favorite color?
8. What is your favorite subject?
9. What is your least favorite subject?

Appendix F

Pre-SRSD Student Work Samples

Student # 20 Writing Task 1

...e _____ Date _____

I Can Teach You Something

I'm really good at . . .

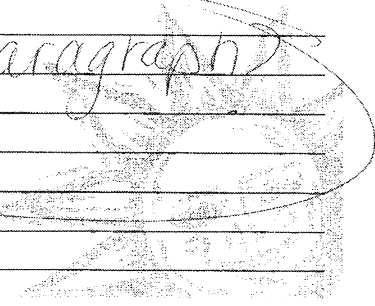
drawing. I like drawing because it
 is fun and you can draw everyday now.
 And now you can draw for the
 year. I like to draw for the heat.
 make any kind of hair to make
 two eyes and a nose and a mouth
 and a line for the hair.
the hair is going then the back
 down with the ball in the middle
 and the hair is down then the
 light the hair up then you make
 the hair then you make the
 and you draw a feather on the right
 the hair is down then the hair
 the hair is up and the hair makes two
 eyes.

When did you learn to draw? What do you like to draw?

What are you giving directions to draw?

Periods? Break your story up into sentences!

Ending Paragraph




Student # 20 Writing Task 2

W-W-W What=2 How=2

Name #20

Title _____

W-W-W

WHO is the main character; who else is in the story?

JOHNNY JASON CASEY AND THE ALIENS

WHEN does the story take place?

AT RECESS

WHERE does the story take place?

RECESS

What=2

WHAT does the main character want to do; what do the other characters want to do?

HELP THE ALIENS GET HOME

WHAT happens when the main character tries to do it; what happens with the other characters?

THE ALIENS GET HOME SAFE AND SOUND

How=2

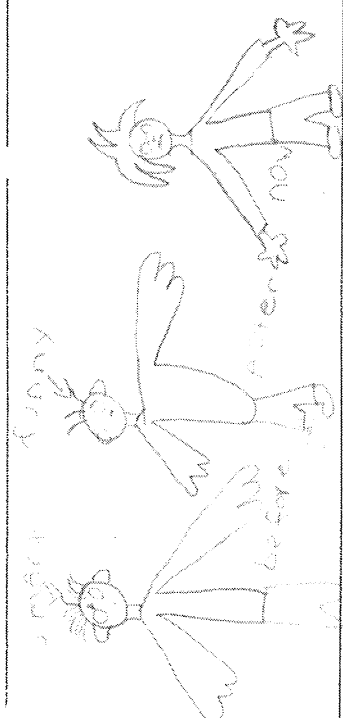
HOW does the story end?

THE ALIENS TURN INTO NURSES

HOW does the main character feel; how do other characters feel?

ALL THE CHARACTERS FEEL HAPPY.

- One day Johnny and Casey
- were racing. Johnny looked
- up in the sky. Johnny said "oh
- my god" Casey said "where?"
- Then he fell and tripped Casey and
- Johnny. Then they all looked up
- and gasped. The plane ^{ship} flew down. The
- airplane was ~~in~~ ⁱⁿ the sky.
- The plane ~~was~~ ^{was} in the sky.
- The plane ~~was~~ ^{was} in the sky.
- The plane ~~was~~ ^{was} in the sky.
- The plane ~~was~~ ^{was} in the sky.
- The plane ~~was~~ ^{was} in the sky.
- The plane ~~was~~ ^{was} in the sky.
- The plane ~~was~~ ^{was} in the sky.
- The plane ~~was~~ ^{was} in the sky.



Then Snow appeared right

- In front of the space ship
- came to attend dance
- having 1000 Futi
- All faces of them were
- radiated, they were
- shiny and so on were
- radiated they were
- like the grass.
- They ran super fast
- to the basketball court
- the space mutants said

"Wait we leave no harm
we are kids like

•

"
you said the space mutants

•

Johnny Casey and Jason

•

stopped running they

•

heard the space mutants

•

All three of them
who?

•

together said then

•

where are your

•

parents! When ^{you are} ~~you~~

•

an
and alien your parents

•

only take care of you
for three weeks,

then they take off."

Then they said "we

will change into humans

and sleep over. Johnny

said he doesn't know

but I will ASK my parents.
Where did his parents come from?

Then he asked his parents

if they can sleep over.

They said yes Johnny and

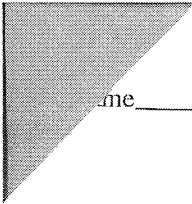
the space mutant

got super excited. Everyday

they played chess,

video games

Good story,
but you did
not finish!
Try to work
quickly and not
get distracted
when writing.
Don't forget
your periods!



Name _____ # 21 _____ Date _____

I Can Teach You Something

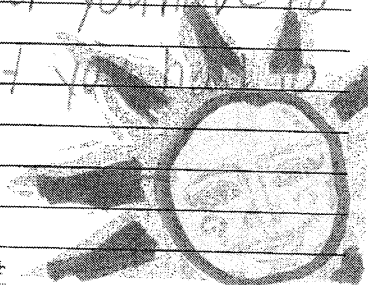
I'm really good at . . .

Double dutch because when my sister taught me I listen to my sister told me to do. Because if you don't listen that doesn't show that you want to learn. Because if you waste a teachers time she'll either waste your time or don't teach you at all. That how teachers are.

Try to start sentences with another word besides Because.

How do you teach someone how to double dutch?

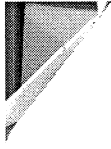
You have to stop all the yacking and listen to what you are going to have to do to learn. To do what ever you have to do to learn what you have to learn.



Where is the middle & last paragraph?



Student # 21 Writing Task 2



W-W-W What=2 How=2

Name #21

Title the spaceship story

W-W-W

Who is the main character; who else is in the story?
No. / Sha

When does the story take place?
it takes place in the morning

Where does the story take place?
in the playground

What=2

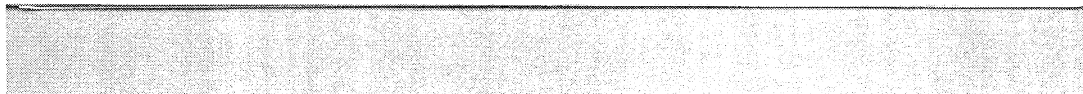
What does the main character want to do; what do the other characters want to do?
go outside she helps other characters

What happens when the main character want to do; what do the other characters want to do?
They want to clean. wants to fix the spaceship

How=2

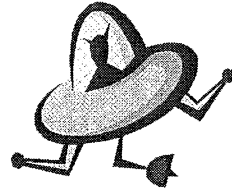
How does the story end?
they let us take something

How does the main character feel; how do other characters feel?
good happy



Creative Writing Task # 1

#21



Imagine that a spaceship has landed on the school's playground.
The door of the spaceship slowly opens. Write a story about what happens next.

Naysha look at the
spaceship. Look Naysha
the door it is opened. What
is in it? It is on the play-
ground. Can we go outside
to look inside. "No" why
Naysha because we do
not know what is in it.
Yes I do. I was reading
a book about spaceship
it has aliens in it. Naysha
what lets go inside ok.
Look Naysha at the
aliens. They took 1 there
staf outside and made a
mess. They need us to fix
it. ok but why because
How do you know they need you to fix it?

How do you know
it broke?

it broke. When it was fix
the aliens let us see
inside. It was so cool. I told
them if we can take something
and they said yes. We
took a golden chip and a tadpole.

what
else did
you
see
inside?

What happened
next? This is
not an ending!

#22

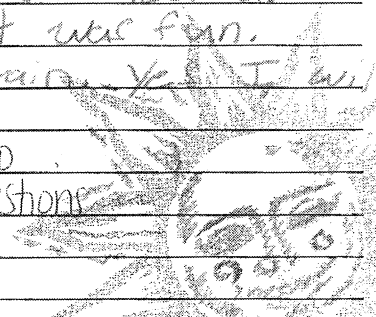
Date _____

I Can Teach You Something

I'm really good at _____

How I learned to play? I learned to play from my big brother named Eric. Why I think im good at it? I think im good at it because I play with my older brother. When I first started? I first started in first grade. Where and when I started? I started in my back yard. How long it took me? I took me about 6 days. Get on a cement baseball field. Get a pumped ball. Ask someone to play with you. Then ask them how you did. Ast what is your statistics. / Discribe what happen when we played together? who won? Did he learn how to play kickball? Yes he did leared. Was it fun? Yes it was fun. will you play again? Yes I will.

You were supposed to write a story not questions and answers!



W-W-W What=2 How=2

Name # 22

Title The amazing thing

W-W-W

Who is the main character; who else is in the story?

Me and Raykwon
Allie

When does the story take place?

Where does the story take place?

on the playground

What=2

What does the main character want to do; what do the other characters want to do?

me and Raykwon
What to get away
The aliens want
to eat us.

What happens when the main character want to do; what do the other characters want to do?

It works and
They leave
I'm happy. Happy with the
characters

How=2

How does the story end?

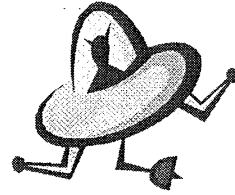
They leave
we say "Yes!"

How does the main character feel; how do other characters feel?

Happy. Scared.

Creative Writing Task # 1

#22



Imagine that a spaceship has landed on the school's playground. The door of the spaceship slowly opens. Write a story about what happens next.

Me and Raykron are playing on
 the playground and a spaceship comes!
 It opens. Raykron say The
 Aliens are ugly. I say "Gracet now
 The Aliens are chasing us! We ^{why did they chase you?}
 run and run. They're trying
 to eat us we keep on running How do you
 and we find a store. We get ^{know they wanted to eat you?}
 a key and a fake person ^{what kind of store?}
 who looks like me. We throw
 the person in the spaceship.

what is the key and fake person for?

I lock the door when there
 inside. They leave. I say "Yes!"
 why do they go inside? what makes them leave?
 what happens after they leave?

Where is the beginning, middle, and end?

Appendix G

Post-SRSD Student Work Samples

Student # 20

W-W-W What=2 How=2

Name #20

Title LIFE IN THE SEA

W-W-W

WHO is the main character; who else is in the story?

BABY SHARK MOTHER SHARK FATHER SHARK

WHEN does the story take place?

IN THE OCEAN

WHERE does the story take place?

IN THE OCEAN

What=2

WHAT does the main character want to do; what do the other characters want to do?

WANT TO EAT

WHAT happens when the main character tries to do it; what happens with the other characters?

WHEN THE SHARKS TRY TO EAT THE BABY SHARK THE OTHER SHARKS GIVE UP

How=2

How does the story end?

THE SHARKS ARE CATCHING BIG FISHES

How does the main character feel; how do other characters feel?

①

Swordfish

#20

One day on a boat, there were

three fish: swordfish, baby shark, and shark.

The three fishes playing baby shark was

and then swordfish saw it. And baby shark

and shark saw swordfish and they were not

but swordfish saw baby shark and shark

and shark came up to baby shark and they said

shark you mess with him you mess with me. baby shark said

I'm not scared of you swordfish said you should

be scared one touch with my sword you will be

you will be flying threw the ocean said swordfish
Baby shark said I don't need this I'm going home.
Swordfish said Well lets keep playing I'm still in
Then a huge shark was hiding behind the boat the shark
got in front then ROAR! swordfish said startin d d you
Growl starfish said UHUUH A crying voice and the shark
turned around they both said A SHARK AND THE BOAT
AWAY screaming run AWAY! RUN AWAY! RUN AWAY! then swordfish
got mad and turned around starfish said why what are
you doing swordfish said I'm going to poke him then he
swam to him and poked him the shark screamed and ran
All the way home starfish said COOL I got a new
friend.

The end

Dr #20

Student # 21

W-W-W What=2 How=2

Name #21

Title _____

W-W-W

WHO is the main character; who else is in the story?

me as a seal shark

WHEN does the story take place?

in the summer

WHERE does the story take place?

in the pacific ocean

What=2

WHAT does the main character want to do; what do the other characters want to do?

he wants to go find food the shark wants food

WHAT happens when the main character tries to do it; what happens with the other characters?

he gets chased by the shark she's hiding so I can't see also he's so he can jump out and kill me

How=2

How does the story end?

the seal kill the shark

How does the main character feel; how do other characters feel?

great it feels dead

#21

One day I woke up as a seal in the open sea in the summer and it was in the pacific ocean. I started to look around. I didn't see anything so I went to see if there was anybody around but I didn't see anyone. Then I herd something so I went to it. But when I got there nothing was there. So I looked around some more. Then I herd the sound again.

so I followed it this time and I found and when I saw it I swam home as fast as I could. But when I was swimming I heard someone calling my name. So I went to the person I didn't know who it was but when I saw that person it was my mom.

A week later when I went out to look again. My mother

said be carefull and I said ok. Then I left to look around and maybe food too. So then I went to go look for the food. But when I found food some sharks tried to eat the fish too, so I went over to try to win them over. So the fight began.

The problem was it was 2 against 1. But then I realised something one of the shark

couldn't fight so now it's 1 against
1. 2 hours later I'm winning the fight,
So now the shark is getting weaker
and weaker every time I bit him.
Now he trys to bite me but when
he trys I bite him. But now if
I bite him one more time he's
dead so I do bite him one more time
so now he's dead and he's my food.

W-W-W What=2 How=2

Name #22

Title The Lemon shark in the sea.

W-W-W

WHO is the main character; who else is in the story?

Lemon shark, Killer whale
Tony, Johnny

WHEN does the story take place?

In the summer to winter
1977

WHERE does the story take place?

in aught to January
In the pacific ocean,
off latin, Gulf Mexico

What=2

WHAT does the main character want to do; what do the other characters want to do?

he wants to eat fish. They want to eat him

WHAT happens when the main character tries to do it; what happens with the other characters?

He only gets the fishes his. Johnny got hit by a orker

How=2

How does the story end?

They eat a grown up whale.

How does the main character feel; how do other characters feel?

Scared, Wared, Sad, happy, hungry

By: #22

The Lemon Shark in the Sea

It was August 1977 and Tony was going to see a friend.

He was a Lemon shark he likes yellow because he is yellow.

When he was going to eat he saw a fish.

He saw after it but he only ^{got} the tail. He was going to

have lunch but a killer whale tried to eat Tony.

Tony ran and someone dropped a net.

and Johnny got here. For dinner he

was trying to eat a baby shark but a killer

whale back Johnny ran after him because

he touch his son. Timothy tried to

eat him but he ran into a grown up

whale and Johnny and Timothy and Tony were

were going to run but they wanted to

stand up to their fears. So they tried

to eat him but he was so fast. Timothy

pushed him and he fell on the floor then they

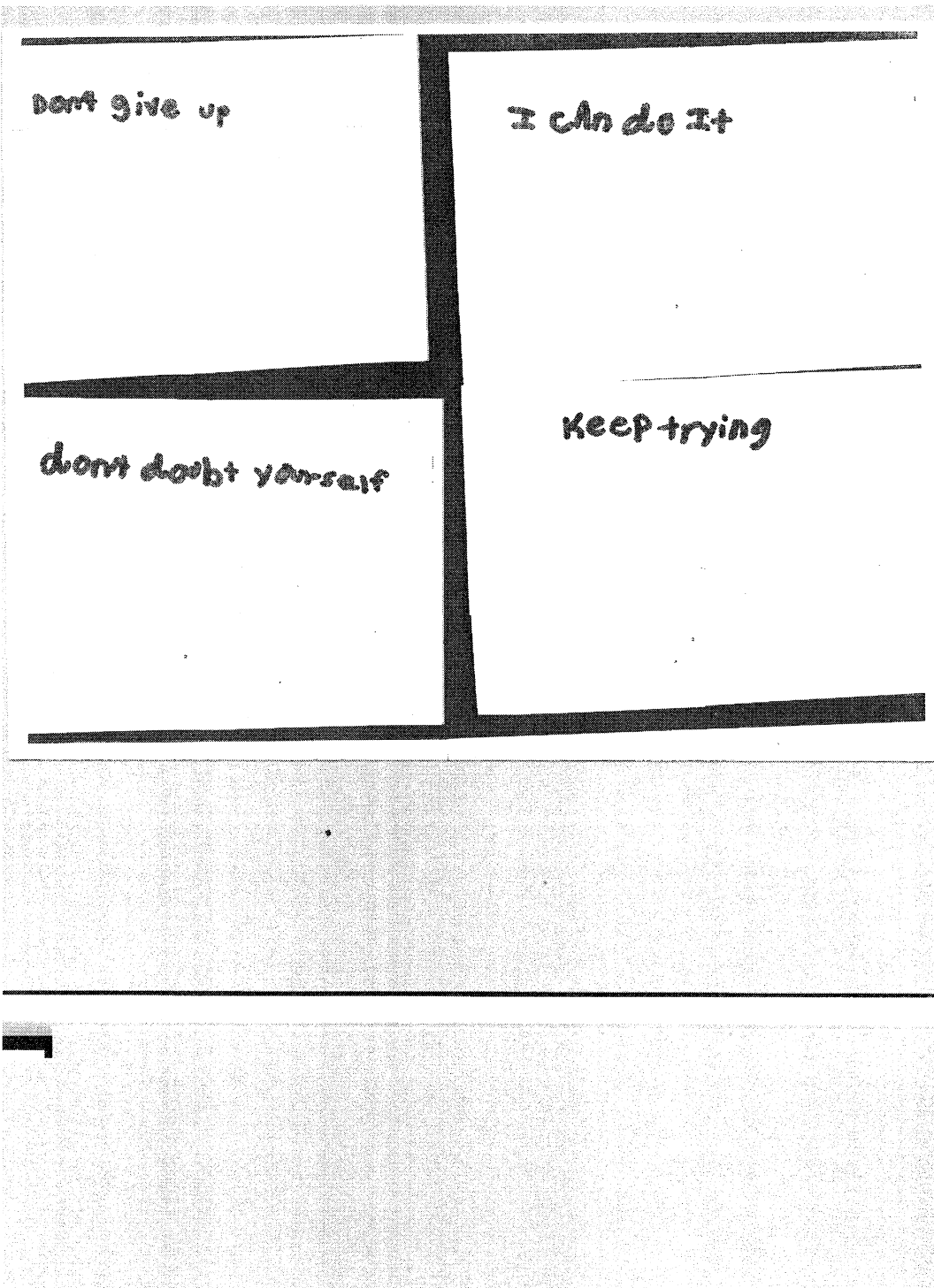
ate the grown up whale. They all were glad

that they got to eat.

Appendix H

Student Self-Statements

Student # 20



Student # 21

I can do this.

don't give up.

try to do it.

believe in your
self.

try your best.

one more detail

Student # 22

I know I can do it

I will not give up

never give up

try your best

- will keep trying

Appendix I

Student Reflections

Student # 20

#20

Did WWW What = 2 How = 2 help you write
and organize better stories? How?

It helped me but I don't know what I liked about it.

Student # 21

#21

The W.W. what = ? how = ? helped me a lot from the questions that they give me like where does the story take place what is the setting. The questions helped me think about the story parts that I should put in my story. The self statement helped write the words because I say them in my head and keep on saying it and saying it until I can do it.

#22

Do you think a flow chart help you write and organize better? How?

I like it because its in order from problem to solution. I like it again because it tells you some important details for your story. I love how it tells you what you need to add to the story. That strategy helped me because I used to have trouble free writing but the what-a-how-a help me figure out what falls and what it fast like in my free write.

The self state merits help me because if I ever get stuck or if im having trouble it come me down.