An integrated approach to writing: Using writer's workshop, Step up to writing and six traits of writing to teach the California State Standards

Daisy Marie Tawney
AN INTEGRATED APPROACH TO WRITING: USING WRITER’S WORKSHOP, STEP UP TO WRITING AND SIX TRAITS OF WRITING TO TEACH THE CALIFORNIA STATE STANDARDS

A Project
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Daisy Marie Tawney
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Approved by:

Dr. Alayne Sullivan, First Reader

Dr. Diane Brantley, Second Reader

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ABSTRACT

In this project the researcher designed, implemented and collected data on an integrated approach to writing instruction for third grade students in the Etiwanda School District. The literature review showed the importance of teaching students the purpose for writing, the traits of writing, and the process of writing. Research showed the effectiveness of teaching students the six traits of writing and the writing process as indicated by student writing achievement scores. This project was a case study of the researcher's third grade class. The students in this study participated in an integrated approach to teaching writing, which consisted of writer's workshop. The mini lessons incorporated Step Up to Writing, the six traits of writing, and the California State Standards. An attitude survey given at the beginning and end showed an increase in students' attitude about writing, as well an increase in knowledge about the writing process. The Etiwanda School District Writing Assessment, also given at the beginning and end of the project, showed students either maintained or improved their score, as determined by the district rubric. The researcher concluded that this integrated approach to writing has merit for students.
DEDICATION

To my son, Jonas
For the many hours you gave up with your mommy so this project could happen. I can’t wait to see you become part of the literate world.

To my husband, Matt
For the hours spent being a single dad so this project could happen. Thank you for your endless support.

I love you both very much.
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CHAPTER ONE

INTRODUCTION

Statement of the Problem and Purpose

As the researcher walked around her classroom, helping students with their descriptive writing about monsters they had drawn, she needed a quick activity for those students who finished early. The teacher began sending students to the carpet to test their descriptions with each other. Their partner was to listen to the description and draw exactly what was read. The author was to compare the drawing to the original drawing and revise the descriptive paragraph as needed. As the researcher listened to the interactions between these students, she realized that what they were doing was peer conferencing, and the results were amazing. The students were revising their descriptions based on peer recommendations, not based on the teacher’s recommendations.

The researcher began to see first hand what she had been reading about writing from researchers like Graves (1994) and Calkins (1994): writing was more than rules about grammar, punctuation and other conventions. She noticed how excited her students were to share their
description of their monster with a classmate, to see if the classmate could recreate the drawing. These students were using writing to communicate their ideas of the best monster. The researcher also realized that this spur of the moment activity was very powerful and that more such planned writing activities needed to be implemented on a daily basis. However, in reviewing the writing program in place in her classroom, the researcher discovered that there appeared to be a discrepancy between what researchers said needed to be done (more activities such as the above), and what was in place at her school: an attempted mesh of the California State Standards and the Step Up to Writing program (Auman, 2006).

As a third grade teachers in the Etiwanda School District, and a master’s level student learning about teaching writing from a research point of view, this researcher and teacher was faced with a dilemma: How to teach writing using Step Up to Writing (Auman, 2006) but also using what had been learned from researchers in the field of writing (writer’s workshop), and ensure that the California State Standards were being taught? To this point most teachers at this school site had been viewing these three pieces as separate and very different ways to
teach writing. There was also the belief that since the
district recommended the use of Step Up to Writing (Auman, 2006), that nothing else needed to be implemented. This
project is a reflection of the process one teacher went
through and the curriculum designed that integrates Step Up
to Writing (Auman, 2006) and writer’s workshop (Calkins,
1994) while teaching all the California State Standards.

In the first section of chapter two, the literature
review, three concepts that students need to learn about
writing will be discussed in great detail: the purpose for
writing, the traits of writing, and the writing process.
This author will compare and contrast what researchers have
to say to what is outlined in the California State
Standards and the Step Up to Writing program (Auman, 2006).
The first section of the literature review will discuss: 1) the purpose for writing, 2) the traits of writing, and 3) the process of writing. The second section of the
literature review will discuss the use of writer’s workshop
to teach these three concepts. The most important concept
that students can learn about writing is the purpose for
writing. Everything we teach students about writing lies
under the umbrella of understanding why we write.
There are four major reasons for writing that showed up again and again in the review of literature. These are the four main reasons for writing the researcher wants to instill in her students: 1) we use writing to find and solve problems and improve critical thinking, 2) writing is a way to discover something about ourselves and the world around us, 3) writing is about seeing life’s treasures, or things others may pass up, and 4) writing is to communicate, express ourselves, give ourselves a voice to affect others in some way about a topic that motivates us.

Nancie Atwell (1991), in her book *Side by Side*, talks about programmed curricula, such as *Step Up to Writing* (Auman, 2006), in this manner:

Because programmed instruction across the curriculum has traditionally bypassed critical thinking by emphasizing discrete skills and memorization, publishers have invented a new genre to remedy a situation that they helped to create, and schools seem to be eating it up. Teachers whose classrooms function as [writing] workshops recognize that in the course of a year’s immersion in writing and reading, critical thinking becomes a natural, integral part of the curriculum (p. xvii).
When our curriculum focuses on the drill-and-skill of the subject, thinking is taken out of the picture; however, thinking is a crucial part to writing that needs to be part of all writing programs.

Donald Graves (1991) states that writing helps him discover things about himself that he didn't know. He discusses this specifically in saying, "That's what writing does; it helps you to remember, then to discover" (p. 52). By not using writing in this manner, we are missing a crucial medium in which students can discover something about who they are and have that voice be heard.

Calkins (1994) describes writing opportunities as life's treasures. Too often we are caught up in "getting through our curriculum" that we do not take the time to treasure little moments, like when students discover a bird's nest with baby birds right outside their classroom. We think that spending too much time observing this marvelous treasure will take away from teaching the next standard so we shoo the students back to their seat. Rather, what we should do, as Calkins (1994) says, is to use writing "to hold what I find in my life in my hands and to declare it a treasure" (p. 7). Taking these treasures of our life, like the bird building a nest outside the
classroom, and writing about them, will give students excitement and purpose to write.

Graves (1994) notes the fourth reason for writing, and possibly the most important, is to have a voice that will affect others. He hopes "the children see writing as a tool to transcend themselves and to affect other people" (p. 34). Young writers need to see that writing can give them a voice to communicate their wishes, hopes, dreams, fears and treasures to those around them when they are not there.

These reasons for writing need to be the umbrella under which we teach the second and third enduring writing concepts: the traits of writing and the process of writing. The California State Standards and authors such as Alan Purves (1992), Donald Murray (1984) and Marcia Freeman (1995) discuss the teaching of traits of writing. These traits have been given many different names, such as organization, style, conveying meaning, and voice. These authors will be reviewed along with Vicki Spandel (2001, 2004) and her description of the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions. In order to use writing for its intended purposes (as mentioned above), students need to be able to
write clear, concise paragraphs that get their ideas across in a meaningful way to the intended audience. Therefore, the six traits of writing discussed by Spandel (2001, 2004) are important concepts to teach to third grade students.

The third concept about writing that students need to be taught is that writing is a process. Researchers such as Calkins (1994), Graves (1994) and Atwell (1987) advocate that the best way to teach students about the writing process is through the use of writer's workshop. Bringing the writer's workshop into the classroom helps students understand the idea that writing goes through a process of thinking, trial and error, revision, editing, more revision, conferencing and still more revision and editing. Too often students write a narrative or expository and think they are done. They do not understand that they can reflect and go back to add or delete, to make their piece better or more thought provoking. Again, while teaching that writing is a process, students will be reminded of the purposes for writing.

After discussing the three enduring concepts of writing (the purpose of writing, the traits of writing, the process of writing), the second section of the literature review is a discussion of the writing experiences
researchers recommend take place in the classroom. Here, writer's workshop (Calkins, 1994) will be discussed in detail. The use of mini lessons, work time, peer and teacher conferences, share sessions, and publication celebrations will be reviewed (Calkins 1994, Graves 1994).

Chapter three will discuss show third grade teachers in the Etiwanda School District can use Step Up to Writing (Auman, 2006) to augment a well-rounded writing curriculum that focuses on the purposes for writing, the six traits of writing, and the writing process, while teaching the California State Standards. This chapter will give an example of how to use the writer's workshop to teach these concepts of writing. The first week of writing lessons used by this researcher is given in this chapter, with a plan of how to implement writer's workshop throughout the year. This plan shows third-grade teachers when to teach each of the previously mentioned concepts, so as to teach all the California State Standards and use Step Up to Writing (Auman, 2006). Chapter three will also layout the methods used for data collection and analysis in this study, as well as the demographics of the population of students used in this study.
Chapters four and five will discuss the findings and recommendations of this project. The goal of the researcher is to teach writing to third grade students using this integrated approach, while using rubrics, portfolios and conferences to assess writing, and see an increase in student achievement on the Etiwanda School District Writing Assessment. The researcher also proposes that by teaching writing in this integrated manner, students will gain a better understanding of the purpose for writing and of the writing process.

Definition of Terms

- **California State Standards**: The California State Standards are standards mandated by the California Department of Education that tell every teacher what they need to teach, in every curricular area, to every student at a particular grade level.

- **Mini Lesson**: A mini lesson is a 10-15 minute lesson on an aspect of writing. This may be done whole group, or in smaller groups. Each writer’s workshop begins with a mini lesson.

- **Peer and Teacher Conferencing**: Peer and teacher conferencing are times when peers, or student and
teacher, work together to edit and revise a student’s piece of writing. This is a part of the writer’s workshop that students participate in after they have completed a rough draft.

- Share Time: Share time is when students get back together whole class and share what they have been working on that day. This is a chance for them to help each other and ask for suggestions from peers. Share time occurs at the end of every writer’s workshop.

- Six Traits of Writing (Spandel, 2001, 2004): The six traits of writing (Spandel, 2001, 2004) refer to the six qualities that a piece of writing should have. These include: ideas, sentence fluency, word choice, voice, organization, and conventions.

- Step Up to Writing (Auman, 2006): Step Up to Writing is a writing program, written by Maureen E. Auman (2006), that teaches students how to organize their writing. The program uses the colors of a traffic light to help students visualize the layout of a piece of writing.

- Writer’s Workshop (Calkins, 1994): Writer’s workshop (Calkins, 1994) is a methodology for teaching writing
in which the students go through the writing process of brainstorming, writing a rough draft, self-editing, peer conferencing, teacher conferencing, writing a final draft and publishing. It is set up so that students participate in a mini lesson, writing time, share time, and publication celebrations.

Limitations of the Project

The biggest limitation of this project was time. Due to the time constraints, the researcher only had two months to implement the curriculum designed based on the literature review. Time was a limitation because the researcher/teacher was not able to fully teach all the enduring concepts to the students in the time allotted. Time was also a limitation in designing the writing lessons that need to be taught. The curriculum designed for this project in a skeleton of what needs to be taught in a third grade, writing classroom. More time is needed to fully develop enough mini lessons for an entire third grade school year, which teach and review the enduring concepts of writing.

Money was also a limitation of this project. Using children's literature to teach the enduring concepts of
writing, particularly the six traits of writing, is highly recommended by researchers such as Spandel (2001, 2004). However, the researcher had difficulty finding some of the books at local libraries to use in her classroom. If money was not a limitation, children's literature listed in Spandel's (2004) book, Creating Young Writers: Using the Six Traits to Enrich Writing Process in Primary Classrooms, should be purchased for use in a writing classroom.
CHAPTER TWO

REVIEW OF LITERATURE

Chapter two will look at the literature available about the writing concepts third-grade students need to learn and the use of writer's workshop to teach these concepts. This review of literature will be broken into two sections. The first section will discuss the concepts that students need to learn about writing. Three concepts will be reviewed:

1) the purpose for writing,
2) the traits of writing,
3) the process of writing.

The writer will compare and contrast the ideas found in research and literature to those in the California State Standards and the Step Up to Writing program (Auman, 2006). This section will also share research that supports the teaching of these concepts.

The second section of the literature review will discuss the use of writer's workshop (Calkins, 1994) to teach the concepts of writing. Research will show the positive effects of teaching writing in this manner. This
Writing Concepts Third Grade Students Need to Know

In her book, The Art of Teaching Writing, Lucy Calkins (1994) writes, "To teach well, we do not need more techniques and strategies as much as we need a vision of what is essential" (p. 3). Too often we are caught up in learning new strategies and methods of teaching that we miss the point of what it is we should be teaching. This is true of writing as well. Writing for children should be an involved process, one in which they can see themselves as authors, sharing what they have written (Calkin, 1994). Other researchers such as Graves (1994), Routman (2001) and Atwell (1987) agree that writing instruction should not be focused solely on the traits of writing. Instead the focus should be on the reasons for writing and the writing process itself while teaching the traits of writing. Therefore, this first section of the literature review will discuss three enduring writing concepts:

1) the purpose for writing,

2) the traits of writing,

3) the writing process.
The chapter will first begin with a discussion of the purpose for writing.

The Purpose for Writing

Four themes that resurfaced amongst researchers about the purpose for writing are:

a. We use writing to find and solve problems and improve critical thinking (Graves, 1994; Atwell, 1990; Fulwiler, 1987; Beed et al., 2005; Britton, 1993; Oldfather & Dahl, 1994).

b. Writing is a way to discover something about ourselves and the world around us (Graves, 1991; Calkins, 1994; Spandel, 2004; Atwell, 1987).


d. Writing is a way to communicate, express ourselves, give ourselves a voice to affect others in some way about a topic that motivates us (Atwell, 1990; Graves, 1983, 1991, 1994; Calkins, 1991, 1994;).

Writing to Solve Problems and Think Critically. R. D. Walshe (1981) quotes Donald Graves, from an interview he held with the famous researcher, as saying "We teachers have yet to make proper use of its power in securing the
deepest kinds of learning, in improving children's critical thinking, and in integrating the curriculum” (p. 15).

Through writing students can become better critical thinkers. Not only are they thinking about the process of writing, but they are also thinking about the subject about which they are writing. Professionals, such as scientists, historians and mathematicians use writing as a way to discover meaning and that we should teach students how to do the same (Atwell, 1990). Toby Fulwiler (1987) supports this by adding “what isn’t generally acknowledged is that writing is basic to thinking about, and learning, knowledge in all fields as well as to communicating that knowledge” (p. 1).

Students, who use writing to think, will be able to make connections between themselves, their world, and knowledge they are learning about, not just to write what knowledge they know. Atwell (1990) lists what writing allows students to do: “observe, speculate, list, chart, web, brainstorm, role-play, ask questions, activate prior knowledge, collaborate, correspond, summarize, predict, or shift to a new perspective” (p. xvii). If students could use writing to do these things, they would be learning higher-order thinking skills that will help them in
reading, math, social sciences, science, and many other academic areas. Teachers who use writing workshop in their classroom find that, after teaching writing in this manner, critical thinking has become a natural part of the curriculum (Atwell, 1991).

Writing is also a way for students to reflect upon what they have learned. Students who use writing to reflect upon learning are increasing their critical thinking skills. This means they need to talk, listen and write about their experiences (Beed et al., 2005). Beed et al. (2005) quote Britton (1993) as saying, "Writing can be superior to talk in shaping our thinking. The process of shaping experience is likely to be sharper because writing, through deliberation and work choice, can lead to more explicitness in expression" (p. 163). The time students spend in reflection helps them take control of their learning and thus become more independent, literate thinkers (Oldfather & Dahl, 1994).

Writing across the curriculum encourages critical thinking through writing (Atwell, 1991). Through the use of a learning log, students can reflect on what they learned, what they have questions about, and what they want to learn. Students will begin to see relationships between
themselves and the subject matter they are studying. Learning logs can show teachers the power of students' thinking about a particular subject (Atwell, 1991). Bekurs and Santoli (n.d.) viewpoints match Atwell (1991), as they believe we are living in an information-driven world and that students need to learn to process this knowledge. They state, "When we write-to-learn what we think, we are practicing critical thinking in its basic form" (Bekurs & Santoli, n.d.). This will allow students to become critical thinkers about knowledge and the world (Bekurs & Santoli, n.d.; Bean, 1996).

Writing to Discover. A second reason for writing that resurfaced among researchers is to discover something about oneself and the world. We write to discover and make sense of something about ourselves. As we write, we often remember details, stories, memories, or other information about our life that can be shared with others (Graves, 1991). In Dancing With the Pen: The Learner as a Writer (1996), the author points out that writing gives us a voice. It is a way that we explore and make meaning of the world around us. In The Art of Teaching Writing, Calkins (1994) discusses her son, Evan, who writes with whatever he can, leaving his mark wherever he goes. She quotes John
Cheever, who explains, "When I began to write, I found this was the best way to make sense out of my life" (p. 9).

Vicki Spandel (2004) gives further support for this idea. She reminds us "like it or not, we will all, through most of our working lives, be writing to inform, to record, to define and explain technical concepts, to condense, summarize, and interpret data, to teach, to persuade, and generally, to make sense of the world" (p. 36).

Students need to know that through writing, they can discover answers to problems about their own relationships or discover things they did not know about themselves. If students are given the chance to freely write often, they are allowed to see what flows out of their mind and onto the page, in regards to self-discovery (Graves, 1991). Writers need to be listened to in order to help in this discovery process (Atwell, 1987).

Writing to Experience Life. The third reason for is using writing to experience and share happenings in our lives. We have to teach students that a writer is "someone who is enormously taken by things anyone else would walk by" (James Dickey, quoted in Calkins, 1994, p. 3). This means letting students be awed by things we think take up too much teaching time (ie: ladybugs crawling in the
school garden). Calkins (1983) describes these as life's treasures. It is taking the ordinary of our life, holding it in our hands as a treasure, and seeing the beauty and detail in it. Through that we can find treasures to write about (Calkins, 1983; 1994).

If we want students to write about life and write with detail, we need to teach them to pay attention to life's details. Graves (1983) calls this offstage rehearsal. It is when students are trained to pay attention to details in their life, such as sounds, sights, feelings, emotions, and smells of what may seem ordinary events. Thus, when they sit down to write, students will have these details in their minds and be able to put them on paper (Graves, 1983; Atwell, 1990). Offstage rehearsal, as it applies to writing, only happens for students who write regularly (Atwell, 1990). Atwell (1987) gives an example of this with a student who thought of an idea for a story while she was at her friend's house. She remembered the story long enough to find scrap pieces of paper upon which to jot down her idea. This is what she brought to class to begin her next narrative story. This is a student who has become a habitual writer.
When students are allowed to experience life through writing, they will begin to write about what is real to them (Calkins, 1994). Writing needs to become more than just deskwork. It happens when life happens (Calkins, 1991). It is not merely writing about the details, but helping students make significance of them (Calkins, 1994).

Using shared experiences amongst students is another way to teach students to write about their lives. The National Writing Project’s (NWP) website gives a list of 30 Ideas for Teaching Writing (National Writing Project, n.d.). The first idea listed here is one given by Debbie Rotkow, co-director of the Coastal Georgia Writing Project. She uses the stories the students bring to school about their lives to talk, reflect and write about (NWP, n.d.). Making use of these experiences has helped her first graders become better, more natural writers.

Writing to Communicate. It is essential that students learn to use writing as a means of discovery, to solve problems and to experience life, but this fourth reason may indeed be the most important. Writing gives us a voice to communicate and affect others in some way. This begins with students being allowed to choose their own topics (Atwell, 1990; Graves, 1994; Calkins 1991). When we allow students
to choose, we are giving them ownership (Atwell, 1990). When students are given a choice, they are able to write with their own voice, about what concerns them the most (Graves, 1994; Calkins, 1991). Students want to write and have something to write about (Graves, 1983). When teachers assign topics for students to write about, they might as well be telling the children they have nothing worthy to write about (Calkins, 1994).

Graves (1991) states that writing gives proof that we exist. "'I made a mark. I exist'" is the message that spreads across their faces. An accumulation of writing in a folder collected over a year's time or longer is further evidence of existence" (p. 61). Students are instantly validated in their world once they write and that writing is acknowledged. As teachers, our job is to harness that power and show students the power of writing in using our voice to influence others.

The NWP website's list of 30 Ideas for Teaching Writing also supports making writing real to students. On this site, Patricia Slagle gives her students opportunities to write letters to people in their communities to voice opinions (NWP, n.d.). This makes the writing real to her students; they see a purpose in this type of writing. It
is not some arbitrary assignment in which they are pretending to voice their concerns.

**The Purpose for Writing and the Standards.** The third grade California State Standards only make three references to the purposes for writing. First, in standard 1.0 **Writing Strategies,** the standards mention that students should be able to write with a purpose and audience in mind. There is no detail given as to what the purpose should be or who the intended audience should be (real or imaginative). The second reference made to the purpose for writing is in standard 2.0 **Writing Applications.** Here it states that students will be able to write to "describe and explain familiar objects, events, and experiences" (CDE Website, 2006). One could imply that one purpose the state department wishes for students to understand is to use writing to experience their lives.

The final reference made in the third grade standards about the purpose for writing comes in standard 2.3. This standard requires third grade students to become proficient in writing personal and formal letters, thank-you notes, and invitations. Again, an assumption must be made that the state department wishes for students to understand that one purpose for writing is communication.
The Purpose for Writing and Step Up to Writing. The Etiwanda School District recommends that its teachers use the Step Up to Writing (Auman, 2006) program to teach writing. One article, written by the Sopris West Educational Services, gives research base information for the Step Up to Writing (Auman, 2006) program. This article gives research support for the teaching of the writing process, but it did not mention the need to teach children about the purposes for writing.

A similar article, written by Sopris West Educational Services, reported the results of a study done in Los Angeles Unified School District, CA, from 2001 to 2003. The conclusions of this study were that statistically significant gains were made on the Stanford Achievement Test-Series 9 Writing Assessment. The data shown in this report does support this conclusion, however there is again no mention as to whether or not students know and understand why they are writing.

The Traits of Writing

After discovering the importance of teaching students why we write, it became apparent that students need to learn necessary writing skills, called traits, in order to effectively use writing. It is very important that
students understand writing as a means to solve problems, to discover the world around them, to enjoy life's treasures, and to communicate. However, if students cannot effectively write a sentence or paragraph, those reasons will be lost.

Peter Bellamy, Senior Program Advisor for North West Regional Education Laboratory (NWREL) in 2006, summarizes research that supports explicit teaching of the traits of writing. The NWREL proposed a six-trait model to teaching writing in 1983, stemming from writings by Grundy (1986) (Bellamy, n.d.). The six traits are ideas, organization, sentence fluency, word choice, voice, and conventions. Bellamy continues his summary of research with a discussion of a study done by Arter, Spandel, Culham, and Pollard in 1994. In this study, Arter et al. (1994) found that students who had been directly taught the traits of writing, showed substantial growth in the mean scores of the scaled assessment used. Growth was 0.55-0.87 as compared to 0-0.21 growth of mean scores for students in the control group.

Coe (1999) conducted another study showing support for the explicit teaching of the six traits. Bellamy (n.d.) states this study showed that "each trait was strongly
predictive of passing the Washington Assessment of Student Learning in writing" (p. 2). The traits of ideas, conventions, and sentence fluency were predictive 75% of the time and organization, word choice, and voice were predictive 70% of the time.

Bellamy’s (n.d.) summary concludes with a review of smaller-scale studies that have been to show the effects of using a six-traits model to teach writing. The study done by Kent School District, WA showed increase in meeting traits benchmarks from 8.6% to 32.2% (Bellamy, n.d.). Hartly Elementary School showed a growth in averages scores of third grade students that ranged from 1.79 to 2.09 on a 5-point scale (Bellamy, n.d.). The Saudi Arabia/ARAMCO School saw a 7% increase in the number of fourth graders that met or exceeded the district writing standard by using a six-traits method of teaching writing (Bellamy, n.d.).

Bowen and Cali (n.d.), writers for the LEARN North Carolina website, refer to George Hillocks’ (1986) study in which he finds that “writing scales [traits] were the most effective way to improve student writing” (p. 1). In other words, teaching writing through a method that explicitly teaches traits of writing will improve student’s writing achievement.
In addition to these studies, Jarmer, Kozol, Nelson, and Salsberry (2000) implemented the six-traits model at Jennie Wilson Elementary with great success. Each trait was explicitly taught, one by one, with rubric assessment based on a 5-point scale. After three years of implementation, the school saw an increase in rubric scores in each grade level that ranged from 40% to 92%. Clearly the research supports the use of an explicit teaching model that teaches students specific traits of writing. Explicitly teaching these traits will allow students to effectively use writing for its intended purposes: to solve problems, to discover the world, to experience life’s treasures, and to communicate.

It is important to note, these traits are not new, they are just a different way of describing what it is that writers need to be able to do to be effective (Spandel, 2004). Alan Purves (1992) uses these traits: content, organization, style and tone, surface features (conventions), personal response of the reader. The state of Texas uses these traits in their state rubric: focus and coherence, organization, development of ideas, voice, and conventions (Spandel, 2004).
The state of North Carolina bases its writing assessments on five features of effective writing: focus, organization, support and elaboration, style, and conventions (Bowen & Cali, n.d.). Bowen and Cali (n.d.) support the use of these features, or traits, as they are helpful to teachers and students in the following ways:

- Providing objective criteria for assessing student writing.
- Focusing direct writing instruction and conferences on the right feature at the right time.
- Giving equal weight (and equal instructional priority) to each feature.
- Allowing students to focus their attention on just one feature at a time.
- Providing students with more opportunities to succeed by focusing on areas of strength.
- Making expectations visible to students.
- Teaching students to become critical readers of their own writing.
- Teaching students to become critical readers of the writing of others. (p. 1)
Donald Murray (1984) uses these words to describe the traits: meaning, authority, voice, development, design, and clarity. Furthermore, Marcia Freeman (1995) poses that writing is "comprised of style and genre characteristics, composing skills, and writing conventions. Together with the writing process, these elements form the basis of a curriculum for elementary school writers" (p. 139). Her composing skills consist of organization, conveying meaning, and style and usage.

Vicki Spandel (2004 & 2001) uses the six traits of writing identified earlier by the NWREL. Students need to write with well developed ideas, a sense of organization, a voice, well-chosen words, fluent sentences, and conventions that add to the clarity of their writing (Spandel, 2004). The following section defines each trait according to Spandel (2001; 2004), the California State Standards and Step Up to Writing (Auman, 2006). Recent literature about the six-traits model has added a seventh trait-presentation—and has named the new model 6 + 1 traits. For this writer's purposes, the six traits model will be discussed and implemented.

**Spandel and the Six Traits.** Vicki Spandel (2004) sums up the use of the six traits very poignantly in this way,
"Teaching traits is mostly about teaching language, giving students a writer’s vocabulary for thinking, speaking, and working like writers" (p.7). In order to teach students to be writers, they must talk like writers. This also means students need to see samples of what good writers do (Spandel, 2004). Spandel (2004) includes a chapter of her book devoted to an annotated bibliography of children’s literature to be used to teach each trait.

Spandel (2001, 2004) uses the following definitions for the six traits of writing:

- **Ideas**: Ideas refer to the main idea, details, characters, and the setting.

- **Organization**: Organization is the internal structure of a piece of writing. It links the details to the main idea so the reader never feels lost.

- **Voice**: Voice is what makes a person want to keep reading the piece of writing. A writer’s voice shows through their passion, tone and flavor in writing the piece.

- **Word Choice**: Word Choice is the precise usage of words. Choosing words carefully help to
create the picture of the piece of writing. They help to create the mood of the piece.

- Sentence Fluency: Sentence fluency is the rhythm of the piece of writing. This includes, but is not limited to creative phrasing, varied sentence lengths with unique beginnings and no redundancies.

- Conventions: Conventions are the items a copy editor would deal with. These are the details such as punctuation, spelling, grammar, capitalization and punctuation.

The California State Standards and the Six Traits of Writing. The California State Standards do not divide the writing standards into specific traits of writing. This writer dissected the writing standards given for first, second and third grade in search of each of the six traits of writing. Although all six traits are present, they are not given a common language, as developed by Spandel (2001, 2004) and others. The California State Standards also do not give equal attention to each trait; some traits are given much more attention than others. This leads many educators to believe the importance of writing to be a focus on one trait over another, specifically conventions.
Table 1 below show the number of standards that the California State Department has allotted to each of the six traits in first, second and third grade.

Table 1
Number of Standards Addressing Each Writing Trait.

<table>
<thead>
<tr>
<th></th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Structure/Organization</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Voice</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Word choice</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Sentence fluency</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Conventions</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

*Some standards address more than one trait.

As you can see in the above chart, in each of the three grade levels, the emphasis is heavily placed on conventions. In grade three, for example, there are eight standards addressing the use of types of sentences, the use of pronouns, adjectives, compound words, and articles, identify and use past, present, and future verb tenses, the use of correct punctuation, capitalization and spelling. There are a combined total of nine, third grade standards.
that address the other five traits of writing. An assumption can be made, then that teachers spend the majority of their time teaching conventions during writing lessons, and much less time on the other five traits: word choice, organization, sentence fluency, voice, and ideas.

**Step Up to Writing and the Six Traits of Writing.**
Step Up to Writing (Auman, 2006) is an explicitly taught, writing program that uses color-coding, paper folding and manipulatives teach writing. The Etiwanda School District recommends its teachers use this program for writing instruction and provides training for the teachers. The Sopris West Educational Services website provides an alignment of how the Step Up to Writing (Auman, 2006) program aligns with the six traits of writing model. This chart gave bulleted explanations of how Step Up to Writing (Auman, 2006) teaches each of the six traits. The list below gives a summary of how the chart on the publisher’s website describes Step Up to Writing’s use of the six traits. The words in parentheses are the terms used by Spandel (2001, 2004).

- Content (Ideas): topic sentences, reasons, details, facts, explanations, examples, evidence, background information
• Organization (Organization): informal outlines, blocking, topic sentences, conclusions, story endings, reasons and details linked to the topic, transitions

• Style (Voice): formal and informal writing style, recognize and emphasis on different styles and purposes, develop student's own style, concrete to critical to creative writing

• Vocabulary (Word Choice): vocabulary study guides, writing meaningful sentences, creating word maps, using abstract nouns, strong verbs, reading response activity

• Sentence Structures (Sentence Fluency): types of topic sentences, sentences to paint the picture, mastery of simple, complex and compound sentences, transitions and story connectors, perfect sentences

• Striving for the Best (Conventions): neat paper rules, self-monitoring skills for CUPS (Capitalization, usage and grammar, punctuation, spelling), paragraphing

The above bulleted list, as well as the complete chart on the publisher’s website, appear to the reader as if the
program gives equal teaching time to each of the traits. However, in the third grade material for Step Up to Writing (Auman, 2006), equal material and lessons were not found by this writer for each trait. The majority of the lessons fell under the trait of organization for third grade. Out of 224 pages in the teacher manual that this writer could apply to her third grade classroom, 155 pages were dedicated to the teaching of organization (69%). Sentence fluency lessons could be found on 36 pages (16%). Ideas, word choice, voice and conventions were all under 5%, with 4%, 2%, 4% and 4% respectfully. It is obvious the main intent of this program, for third grade students, is to teach the trait of organization.

The research has shown that it is important to teach students why we write and specific traits needed to be an effective writer. Both the California State Standards and the Step Up to Writing (Auman, 2006) program lack important pieces in both these areas.

The Writing Process

Researchers such as Graves (1994), Atwell (1998), Calkins (1994), and Routman (1996) have shown the importance of teaching the purpose of writing (to solve problems, to discover the world, to experience life’s
treasures, and to communicate). These researchers and others have also shown the need to teach the traits of writing (ideas, organization, voice, word choice, sentence fluency and conventions), under the umbrella of writing for a purpose. According to experts in the field of writing (Atwell, 1990, Graves, 1994, Calkins, 1994) there is a third writing concept that needs to be taught—the writing process. It is important that students see writing as a process, having the ability to pre-write, write, discuss, revise and publish a finish piece. Graves (1985) points out the need to teach specific writing skills, as mentioned in the previous section, but within the context of the writing process. He states, "Make no mistake, component skills are important; if children do not learn to spell or use a pencil to get words on paper, they won’t use writing for learning any more than the other children drilled on component skills. The writing-process approach simply stresses meaning first, and then skills in the context of meaning" (Graves, 1985, p. 12).

Calkins (1994) speaks of the disheartening view in place in some schools: "Like our society, our schools have adopted a one-draft-only mentality. Their motto seems to be 'get it done' and 'move along'" (p. 186). Like the six
traits of writing, the writing process is not new, and likewise the stages of the writing process have been given many names. Porcaro and Johnson (2003) call the steps to the writing process prewriting, rough draft, peer edit, teacher edit and publishing. James et al. (2001), in a case study of one child’s writing abilities, used a process approach to teaching writing. Their names given for each step in the writing process were prewriting, drafting, editing, peer conferencing, revision, and publishing. Glatthorn (1982) uses the terms exploring, planning, drafting and revising. Piazza (2003) refers to the writing process of journal writing as having these steps: brainstorming, drafting, revising, editing and sharing. Richgels (2003) uses these terms: topic selection, drafting, revising, editing and publishing. For the purposes of this study, this writer will use the following terms for her third grade students: prewriting, drafting/writing, conferencing (self, peer and teacher), editing/revising, and publishing.

Teaching students through a writing process-approach has proven to be successful. Adam, a 9-year boy who struggled with writing, showed gains of two points or more, on a five-point rubric, in each of the six traits of
writing (James et al., 2001). In the same study, the scores of the students in the fourth grade class on the five-point rubric assessing the six traits of writing showed gains of at least one point from pre to post scores. (James et al., 2001). Conventions and organization were the two traits that showed the most gain, with an average 2.50-point increase. James et al. (2001) made this conclusion about their study, by "making specific elements of composing and writing explicit, and providing instruction on needed skills, we believe we assisted students in improving their basic writing skills" (p. 35). Students were also empowered to have control over their own progress in their writing (James et al., 2001).

Likewise, Porcaro and Johnson (2003) found success among their students when using a process approach to teaching writing. Their study searched for a way to combine the teaching of the writing process while preparing students for the state writing assessment. Although their study gave no empirical data, it did show the increase in student awareness about writing. One student in their study commented that he used to just start writing and now he thinks ahead. Another commented that planning ahead through the use of webs made her ideas bigger for her
stories. A third student commented that the pre-writing planning, and checklists used for editing, made him use more detail in his writing (Porcaro & Johnson, 2003).

The Writing Process and the Standards. When dissecting the third grade California State Standards for writing, this writer found two mentions of the writing process. Standard 1.0 Writing Strategies, requires that students go through the stages of the writing process. Here they are called prewriting, drafting, revising, and editing of successive versions. Standard 1.4 specifically requires students to “revise drafts to improve the coherence and logical progression of” (CDE, 2006).

The Writing Process and Step Up to Writing. Step Up to Writing (Auman, 2006) very heavily focuses on the planning and drafting stages of the writing process. In the introductory chapter of the teacher materials, the writing process is describes as prewriting, planning, drafting, revising, editing, creating a final copy, proofreading, and sharing. The color-coding, paper-folding and manipulative strategies used to teach organization are strategies students learn when planning their writing (Auman, 2006). Section seven of the teacher material is dedicated to the editing and revising steps of the writing
process. Auman (2006) titles this chapter *Step Up to Improving and Scoring Student Work*. However, out of 14 pages of how to edit/revise student work, eight pages were dedicated to editing conventions. Only three pages gave information on how to help students revise content and vocabulary.

A paper published by Sopris West Educational Services (n.d.) about the research behind Step Up to Writing (Auman, 2006), states that this program supports the teaching of the writing process. This article first details how Step Up to Writing (Auman, 2006) teaches students to plan their writing by organizing ideas using color-coding parts of a paragraph to match the colors of a traffic signal. Step Up to Writing (Auman, 2006) also uses paper folding techniques and outlining techniques to help students organize their ideas. The next section of this paper discussing drafting, or what they call translating. Step Up to Writing (Auman, 2006) again uses the color-coding of a traffic signal to assist students in turning their ideas into sentences. Students are taught how to create topic and concluding sentences, as well as transitions to tie their writing together.
The third and final section of this paper that discusses the writing process states that Step Up to Writing (Auman, 2006) engages students in revising their word choices and sentence fluency through teacher and students models, checklists and rubrics (Sopris West Educational Services, n.d.).

Research clearly supports the need to teach students these three important concepts about writing: why we write, the traits of writing, and the writing process. But the question then remains as to how third grade teachers should teach writing so that all three concepts are being taught. It is evident that the California State Standards and the Step Up to Writing (Auman, 2006) program do not fully encompass everything that these three concepts entail, but can aide in the teaching of writing.

Using Writer's Workshop to Teach Writing Concepts

Now that it is clear what research says about what students need to learn about writing, the discussion must lead to how to teach those concepts. The classroom needs to be full of authentic writing experiences that take students through the writing process while learning how to be an effective writer (Graves, 1994; Calkins, 1994). This
can be accomplished through the writer's workshop (Calkins, 1994). Writer's workshop (Calkins, 1994) consists of five components: 1) mini-lessons, 2) work time—writing and conferring, 3) peer conferring and/or response groups, 4) share sessions, and 5) publication celebrations.

The use of writer's workshop (Calkins, 1994) has proven to be an effective method for teaching writing (Graves, 1983; Calkins, 1994; Atwell, 2003; Wagner et al, 2001; Strickland et al., 2001; Serafini et al., 2001; Winter, 2001; Herrmann, 1989; Smith, 2000). Wagner et al. (2001) describe how writer's workshop was successfully implemented into a first grade classroom. The writing samples of their first grade students showed an increase in topic development by adding more detail. Samples also showed an increase in spelling and conventions skills such as punctuation and capitalization (Wagner et al., 2001).

Strickland et al. (2001) discuss the dilemmas educators face with high stakes testing in the area of writing. This study first identifies the changes in writing instruction over the past several decades. The change in early elementary writing instruction has been toward a process-approach to writing (Strickland et al., 2001). The last section of the article shows how four
teachers used writer's workshop to teach writing, in order to prepare their students for a state writing assessment. One of the teachers, Karen, noted that through the use of writer's workshop her students produced higher quality of work. Her students were engrossed in peer conferences, in which critical thinking about writing was taking place (Strickland et al., 2001).

Another study, done by Serafini et al. (2001), showed the importance of sharing during writer's workshop. Through a sharing circle, students were able to read aloud their piece of writing, in progress, and receive feedback. Their conclusions were that through the use of talking during share time, they gained a better understanding of their students as writers and it became a powerful tool in which to teach writing concepts (Serafini et al., 2001).

Herrmann (1989) also identifies the power of peer response, another integral part of the writer's workshop. In her article she lists Elbow (1973), Murray (1982), Macrorie (1984) and Moffett (1983) as researchers who advocate for some form of peer interaction during writing time. She also lists Graves (1983; 1984) and Calkins (1982; 1983) as advocates for peer interactions for even very young students. Herrmann (1989) continues her article
by stating research which indicates students who do not have peer interactions about their writing during the writing are not able to write for an audience (Wootten, 1981 as referenced in Herrmann, 1989). Furthermore, Herrmann (1989) points out a study done by Russell (1985) indicates that students who were poor writers relied on comments from their peers to help revise their writing.

Dave Winter (2001) became an advocate for the writer’s workshop after attending the Kennesaw Mountain Writing Project’s Advanced Summer Writing Institute. When implemented into his own high school classroom, he found great success (Winter, 2001). In this short introductory piece, written for another article for the National Writing Project, he states that his students’ writing was consistently of high quality, and like wise so were their comments made to each other in helping to improve each other’s writing. Winter (2001) also discusses that through the use of writer’s workshop he graded less and was more of a writing coach. Winter (2001) also advocates that “the writing workshop does more than produce better student writers; it can also produce literacy advocates” (p. 2).

Writer’s workshop has also been found to increase student attitudes toward writing. Carl Smith (2000) wrote
an article in which he discussed current practices in the writing classroom. One such practice was writer's workshop. He talks about a study conducted by Bayer (1999), of first-grade students who had participated in writer's workshop, two to three times a week, during the course of the school year. An attitude survey was given to the students at the beginning and end of the year. Bayer (1999) found that the percentage of students who looked forward to writing time almost doubled, and the percentage of students who stated they liked to write went from 25 percent to 71 percent (as summarized in Smith, 2000).

Several other studies have been conducted within classrooms to see the effectiveness of writer's workshop. Boone et al. (1996) studied the effects of writer's workshop in a first grade and third grade classroom. They found that the 10% of first graders who rarely liked to write dropped to 0% by the end of the study. Likewise, the percentage of first grade students who needed help with writing at home fell from 58% to 33% (Boone et al., 1996). They also found that third grade students who could focus on a topic increased from 17% to 33% (Boone et al., 1996). Another study, by Klatt et al. (1996) showed the effectiveness of writer's workshop as 89% of all
kindergarten and first grade students in this study advanced to a higher level in their writing (Klatt et al., 1996). It is also interesting to note that they found an increase in reading assessments as well (Klatt et al., 1996). A similar study done by Bayar (1999) showed that the percentage of first graders who liked to write rose from 25% to 71% after participating in the writer's workshop.

Christopher et al. (2000) looked at the effects of writer's workshop in fourth and fifth grade classrooms. Here, too, it proved effective. Mini lessons during this study used were on these topics: capitalization, punctuation, sentence structure, organization, word choice, supporting details, transitions, and editing. The results showed a drop in mechanical errors from pre- to post-test and an increase in students writing ability as scored by a rubric (Christopher et al., 2000). The rubric used had three categories: exceeds, meets, does not exceed. Christopher et al. (2000) showed that after participating in writer's workshop, the fourth and fifth grade students' writing scores on the narrative writing pre- and post-test improved in this manner: in the exceeds category, the number of students went from zero to five; in the meets
category, the number of students went from 62 to 79; and in
the does not meet, the number of students went from 25 down
to two.

Research clearly shows that the use of writer’s
workshop to engage students in the writing process and to
teach necessary writing skills is an effective teaching
strategy. Here is what literature says regarding each part
of the writer’s workshop. Mini-lessons, writing time,
conferencing with peers and the teacher, share sessions and
publication celebrations are all important pieces of the
writer’s workshop.

**Mini-Lessons**

Mini-lessons are five to ten minute lessons, used to
teach the writing skills students will need to be effective
writers. Lessons may be from something the teacher noticed
in a published piece of literature, or something that a
handful of students need to work on, or something the whole
group needs to work on (Calkins, 1994). Donald Graves
(1994) suggests organizing a binder in which to keep track
of mini lessons taught. These can then be referenced
throughout the year and used as a starting point with
future classes (Grave, 1994).
Graves (1994) also recommends setting a schedule for mini-lessons and posting the schedule of lessons for students to attend. Some mini-lessons may be whole group or small group, where the teacher may or may not require certain students to attend (Graves, 1994).

Atwell (2003) gives four general types of mini lessons that can be taught to students: developing ideas, how to approach drafting and revising, genres, and conventions. Wagner et al., (2001) divided their mini lessons into these three topics, as suggested by Au, Carroll, and Scheu (1997): procedural (how the writer’s workshop runs), strategies and skills (sentence structure and conventions) and writer’s craft (ideas, brainstorming, word choice, focus, organizing, and proofreading).

Work Time: Writing

After the five to ten minute mini lesson, students are then given time to write. One of the first things a teacher must do when setting up writer’s workshop is to establish a writing environment for work time (Calkins 1994). Calkins (1994) describes a writing environment as a predictable one, “created with relationships and the structures that support them” (p. 184). A classroom environment for writer’s workshop must also be organized.
Calkins (1994) describes when Donald Graves visited Nancie Atwell’s writing class (this is also described by Atwell in her book *In the Middle*). Donald Graves commented that what made her a great writing teacher was her organization. He stated “you can’t teach writing this way [referring to writers workshop] if you’re not organized. This isn’t an open classroom approach...The best workshop teachers value structure and organization” (p. 185).

1. Another important factor when planning work time for writing, is “setting aside predictable time for writing “ (Calkins, 1994, p. 185). Donald Graves (1994) states the importance of writing every day. When teachers schedule writing time every day and “students write every day, they don’t find it as difficult to choose topics. If a child knows she will write again tomorrow, her mind can go to work pondering her writing topic” (p. 106).

Many authors gave support for the use of journal writing during this work time. In Carolyn Piazza’s (2003) book *Journeys: The Teaching of Writing in Elementary Classroom*, two benefits of journal writing are given. Students are able to make discoveries about themselves and they are able to reflect upon personal experiences. Piazza (2003) also
supports using literature for writing purposes. "Almost any book can be linked to writing through a literary response in a journal. In a literary response journal, writers record personal thoughts and ideas about books" (p. 73). Since writing is difficult for many students, she does suggest several ideas to help students get started, all of which can be used for journal writing: brainstorming, webs, graphic organizers, lists, doodling, music, and dreams (Piazza, 2003). Piazza (2003) continues her discussion about journal writing with the writing process.

Because journals are directed to the self and have few, if any, audience demands, there is not need to revise journals in the traditional sense of reworking information. Instead, students are encouraged to connect and build on entries; to practice fluency; and to develop strategies of logical reasoning, specificity, sequence, and other critical thinking habits used in revision (p. 81).

During work time it is also important that students see the teacher modeling writing and going through the writing process him/herself (Graves 1982, 1994; Calkins 1994).
Work Time: Conferencing

Work time and conferencing allows students to write and confer with the teacher about his or her writing (Calkins, 1994). During this work time, the teacher would move about the room, holding brief conferring sessions with students at their seats, or longer conferring sessions at a table set aside for conferencing. Students may also wish to confer with their peers at this time for feedback and ideas. Research listed on previous pages has shown support for peer conferences.

Conferencing helps students learn how to ask important questions about their writing such as, How does that sound? Could I add more detail? Is there a voice in this piece? In order for young writers to learn to ask such questions of themselves, teachers and peers need to ask them of young writers. Teacher-student and peer conferences, then, are at the heart of teaching writing. Through them students learn to interact with their own writing (Calkins, 1994, p. 223). These conferences and peer groups provide feedback to help students improve their writing and explore new ideas in their writing (Calkins, 1994). Using conferences with students, teachers are able to see how students evaluate
their own work, and if students see their own weaknesses and strengths (Graves, 1992). This is a great way to use writing to develop critical thinking skills.

During student/teacher conferences, the students "need teachers who help them discover the meaning they don't yet know by helping writers discover and build on what they do know" (Atwell, 1989, p.66). In this way, teachers will help the writers to become thinkers, not only about themselves and the world around them, but also about writing and the process of writing.

**Share Session**

After the students have been given time to write and conference with each other and the teacher, the next piece of writer's workshop is implemented. Students are brought back together for a share session. The sharing process involves the whole class, where students can learn from the teacher and others how to provide helpful feedback (Calkins, 1994). Serafini et al. (2001) in a study mentioned earlier in this review, discuss the importance of talk during the share session. It is through this talking about writing that helps teachers show students traits in writing and demonstrate the writing process. The share sessions also allow for students identify what it means to
be a writer, understand differences in talking about content and mechanics of a story.

Publication Celebration

Once students have taken a piece through the writing process, these pieces of writing are kept for a publication celebration. Publication celebrations allow for students to come together and celebrate their finished work at several times throughout the year (Calkins, 1994). To show students the importance of writing, Susanne Rubenstei (2000) has her students write pieces that are truly published in a public place. Figure 2 in her article lists several places for publishing student work. Although this is not a publication celebration within the classroom, it allows for students to celebrate their writing.

Newingham (2006), a third grade teacher in Michigan, discusses her use of publication celebrations on her teacher website. She has students choose their favorite piece of writing from the year and publish it in a hardbound book. On Author Celebration Day, as she calls it, Newingham’s (2006) students spend the day reading each other’s books in celebration of their writing.

Another type of publication celebration is by having an author of the week in your room (Calkins, 1994). In
this instance, a student is chosen for the week and his or her pieces of finished writings are displayed with a picture on a bulletin board. Along with the display is a picture of the author (Calkins, 1994).

Summary

Overall, writing curriculum cannot be put into a neat little package, labeled teach this at this time, on this day, in this way. As Nancie Atwell (1987) says,

A curriculum puts limits on learning, kids’ and teachers’, spelling out what may be covered as orchestrated from behind a big desk. I can’t call what we do ‘creative writing’ or ‘literature.’ Creative writing implies exercises, all those precious assignments that distance kids from natural, purposeful writing (p. 21).

What is important is that students gain a love for writing, understand the essential reasons for writing, and become life-long learners and thinkers through the process of writing. Research has shown the importance of students understanding that writing is a process of brainstorming, drafting, revising, editing and publishing. Studies also support the need to learn the six traits that make
effective writers: ideas, word choice, sentence fluency, organization, voice, and conventions. While learning these concepts about writing, students need to have a clear understanding that we write to find and solve problems and improve critical thinking, to discover something about ourselves and the world around us, to enjoy life's treasures, and to communicate.

The next chapter will discuss how this author used an integrated approach to teach writing within her third-grade classroom. Methods will be explained, showing how the author taught these three concepts of writing (the purpose for writing, the traits of writing, and the writing process) within the writer's workshop classroom. Chapter three will also show how to incorporate the use of Step Up to Writing (Auman, 2006), as well as a correlation to the California State Standards.
CHAPTER THREE
DESIGN AND METHODOLOGY

Effective Writing Instruction for Third Grade Students

This project has been designed for third grade teachers in the Etiwanda School District. The teachers in the Etiwanda School District are required to teach the California State Standards. The Etiwanda School District also strongly recommends that teachers use Step Up to Writing (Auman, 2006) to teach writing. Other than training for Step Up to Writing (Auman, 2006), the Etiwanda School District provides no other writing instruction support to the teachers. However, Step Up to Writing (Auman, 2006) does not provide teaching methods and strategies to teach all the necessary writing skills to students. This project takes a look at research about teaching writing to find what should be taught in the area of writing to third grade students, how it should be taught, and how it should be assessed. After finding what research says about writing instruction, this project designs a curriculum that encompasses methodology found in research, the California State Standards, and Step Up to Writing (Auman, 2006).
This project was a case study of one, third grade classroom at Grapeland Elementary in the Etiwanda School District in California. Students in this third grade classroom participated in the following activities:

- completed the same attitude survey at the beginning and end of the project,
- writer's workshop (Calkins, 1994),
- mini lessons within the writer’s workshop (Calkins, 1994) that encompassed the California State Standards, Step Up to Writing (Auman, 2006), and the six traits of writing (Spandel, 2001; 2004),
- completed the Etiwanda School District Writing Assessment at the beginning and end of the project.

Each of these activities will be explained in detail in the sections that follow.

Modification of the Curriculum

**The California State Standards.** The purpose of this project was to align the California State Standards, Step Up to Writing (Auman, 2006) and writer’s workshop (Calkins, 1994). The California State Standards are standards mandated by the California Department of Education that tell every teacher what they need to teach, in every curricular area, to every student at a particular grade
level. The California State Standards for third grade writing include, but are not limited to:

1.0 Writing Strategies
Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

2.0 Writing Applications (Genres and Their Characteristics)
Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions appropriate to this grade level (CDE, 2006).

For a complete listing of the California State Standards for third grade writing, please refer to Appendix A.
Step Up to Writing. Step Up to Writing is a writing program, written by Maureen E. Auman (2006), that teaches students how to organize their writing. The program uses the colors of a traffic light to help students visualize the layout of a piece of writing. The program sequence begins with teaching students about expository writing. Students learn how to write an effective topic sentence with supporting details, and an effective conclusion. Students learn to color-code their topic sentence with green (meaning go), detail sentences with yellow (meaning slow down and take a look), explanations of details with red (stop and explain), and conclusion sentences as green (restating the topic sentence). Students learn to brainstorm their writing using these same colors. A third grade student’s brainstorm might look something like the sample in figure 1.

<table>
<thead>
<tr>
<th>O Cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>O Cute</td>
</tr>
<tr>
<td>O Whiskers</td>
</tr>
<tr>
<td>O Soft fur</td>
</tr>
<tr>
<td>O Eat</td>
</tr>
<tr>
<td>O Mice</td>
</tr>
<tr>
<td>O Cat food</td>
</tr>
<tr>
<td>O Cats</td>
</tr>
</tbody>
</table>

Figure 1. Student Brainstorm.
As students become familiar with this brainstorm organization, it can then be used to teach outlining. Students in third grade also use this color-coding system to develop multi-paragraph pieces of expository writing. The above example can easily be written into two paragraphs; each of the yellow ideas begins a new paragraph.

**Writer’s Workshop (Calkins, 1994).** Writer’s workshop (Calkins, 1994) is a methodology for teaching writing in which the students go through the writing process of brainstorming, writing a rough draft, self-editing, peer conferencing, teacher conferencing, writing a final draft and publishing. The writer’s workshop (Calkins, 1994) is set up so that students participate in a mini lesson (a short 15-20 minute lesson on a writing topic), writing time (students take a piece of writing through the writing process), share time (students share what they are working on), and publication celebrations (students share published pieces of writing).

**An Integrated Approach to Teaching Writing.** This project outlined a curriculum to show how a third grade teacher could teach writing in a writer’s workshop (Calkins, 1994) format, while using the Step Up to Writing
(Auman, 2006) program and teaching the third grade California State Standards. A third grade teacher in the Etiwanda School District does not have to decide which method to use to teach writing, and does not have to use only Step up to Writing (Auman, 2006) while sacrificing other teaching methods. This project showed how to integrate these three aspects of teaching writing in order to improve performance on the Etiwanda School District Writing Assessment. First, the teacher set up the classroom for a writer’s workshop (Calkins, 1994) environment. This included, but was not limited to:

• Have a gathering place for mini lessons and sharing writing,

• Have an author’s chair at the gathering place,

• Establish rules and procedures for writer’s workshop (Calkins, 1994),

• Make copies of the status of the class sheets (Appendix B) and place on a clip board in the gathering area,

• Make a binder or some other way to keep track of the mini lessons you have taught and what materials you used to teach each mini lesson, use tabs to categorize them into topics,
• Make copies of the conference sheet (Appendix C),
• Make copies of (or get) rough draft paper and publishing paper,
• Designate a place in your room for all writing materials to be stored (brainstorm ideas boxes, rough draft paper, check lists, pencils, sharpener and all publishing materials),
• Make an idea box for ideas to write about, which may include pictures, comics, student written ideas, books, etc.

Please refer to Appendix D for a complete checklist to use for setting up a writing classroom.

The writing curriculum used in this project throughout the year followed this process:

• Journal Writing: As morning work, students wrote in their journals on a topic given by the teacher, or a topic of their choice. The teacher wrote in her journal on the same topic. Three students were chosen each day to share their writing if they wished. Each week the students chose their favorite journal entry for the teacher to read and respond to. These were
graded for penmanship and basic writing conventions (capitalization and punctuation).

• Writer’s Workshop (Calkins, 1994)–40-50 minutes daily
  
  o Mini Lesson: Each workshop began with 10 minutes of instructional time, called a mini-lesson, in which the teacher taught a lesson that would help students become a better writer. Mini lesson topics included: why we write, the writing process, the six traits of writing (ideas, sentence fluency, organization, voice, word choice, and conventions), and genres of writing.

  o Writing Time: Students began/continued working on writing of their choice. They went through the writing process by brainstorming, writing a rough draft, self-editing, peer-editing/conferring, teacher conferencing, writing a final draft and publishing. All writing was kept in a works in progress folder and published pieces were collected into portfolios for student, teacher and parent review.
o Share Time: Students were given a chance to share what they had been working on to get ideas and feedback from the class.

o Publication Celebration: Once a week students were given the opportunity to share their final, published piece of writing.

During the mini lesson portion of the writer's workshop (Calkins, 1994), the teacher taught the writing concepts as discussed in chapter two: the purpose for writing, the writing process, and the six traits of writing. Table 2, Writer's Workshop Mini Lessons Overview, shows the sub-topics that were taught in each of these categories, a time frame in which they were taught, and a correlation to the California State Standards for writing in the third grade. Table 2 also shows that Step Up to Writing (Auman, 2006) was used when teaching the trait of organization.
### Table 2

**Writer's Workshop Mini Lessons Overview.**

<table>
<thead>
<tr>
<th>WHAT TO TEACH</th>
<th>SUB-TOPICS</th>
<th>TIME FRAME</th>
<th>STANDARD</th>
</tr>
</thead>
</table>
| **Purpose for writing** | 1. solve problems & think critically  
2. discover about self and world  
3. enjoy life's treasures  
4. communication | *1st week of school  
*refer to all year  
*discuss with each piece of writing across curriculum | Writing 1.0  
Writing 2.3a |
| **Structure of Writer's Workshop and Writing Process** | 1. mini lessons  
2. brainstorming  
3. writing time  
4. conferencing  
6. teacher conferencing  
7. publishing  
8. sharing | 1. Week 1  
2. Week 1 These procedures will be reviewed all year!  
3. Week 1  
4. Week 2  
5. Week 2  
6. Week 2  
7. Week 2/3  
8. Week 2/3 | Writing 1.0  
Writing 1.4 |
| **6 Traits of Writing** | 1. Ideas  
2. Organization  
3. Word Choice  
4. Sentence Fluency  
5. Voice  
6. Conventions | 1. Week 1, then at least 1/wk  
2. Week 2 begin Step Up to Writing (SUTW)  
3. Week 3 and ongoing  
4. Week 6 and ongoing  
5. Trimester 2  
6. 1 lesson each week and in teacher conferences | 1) Wrtg 1.0, 1.1, 2.1abc, 2.2  
2) Wrtg 1.1ab, 2.3b  
3) Wrtg & Lang conv. 1.1  
4) Wrtg 2.1bc, 2.2  
5) Wrtg 1.0, 2.3a  
6) Wrtg 1.0, 1.2, Wrtg & Lang Conv 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 |
| **Writing Genres** | 1. narrative  
2. expository  
3. friendly letter | Discuss differences week 2 with SUTW, then ongoing | 1) Wrtg 2.1  
2) Wrtg 2.2  
3) Wrtg 2.3 |
Following the plan in Table 2, week one's writing lessons were used to teach students about writer's workshop (Calkins, 1994). Here are the first five days of writing lessons that were used:

Day 1:

Mini Lesson Topic: Why do we write?/Where do we get ideas to write about?

Students gathered at the carpet area with their writing notebooks. The teacher discussed what they know about writing: why do we write? Where do authors get their ideas for writing? Students brainstormed ideas about why we write and the teacher helped the students classify their thoughts into categories. These were posted on the writing bulletin board for referencing throughout the year.

The teacher then held a discussion with students about where writers get ideas to write about. The teacher led them to using ideas from events in their own life. The teacher modeled how to generate such a list, and how one thought can remind us of another.
Writing time:
Students found a place to write and began by listing as many things from their life that they could write about.

Share time:
Students came back to the carpet and shared some items from their list with the rest of the class. This sparked more ideas from students, and students were given a few more minutes to add to their lists.

**During today’s writing time, the procedures that the teacher had established for holding a mini lesson, writing time, and sharing time were also discussed.**

Day 2:

Mini Lesson Topic: Why we write/where authors get their ideas to write about

Students gathered at the carpet area with their writing notebooks. The teacher read aloud the book, How I Spent My Summer Vacation, by Mark Teague. The teacher discussed the premise of the book with the students and asked students if the events in the story really happened. (It is a fantasy book, so they did not happen) The teacher then asked if the boy possibly did travel to the west to visit his grandma
and learn how to rope cattle and have a cook out.
Yes, that could have happened. Then the teacher discussed with the students how to take an idea from their lives and embellish it to make it a fantasy story, or to add more detail to it to make it even more exciting. Students shared ideas from their lists generated on the previous day and the class discussed how to embellish that story.

Writing Time:

Students found a place to write and began a rough draft of an event that happened in their life, either writing strictly the facts, or embellishing it to make it fantasy.

Day 3:

Mini Lesson Topic: Where authors get ideas/procedures for self-editing

The teacher began to teach students the procedures for editing and conferencing. In this mini lesson the teacher taught students how to read to the wall. This required students to read their writing in a quiet whisper to a wall. As they read out loud, they heard words they left out, they heard places they should add
more details, and they heard places in their writing that are unclear. The teacher modeled how to do this.

Writing Time:
Students continued working on their rough drafts and when finished, they read to the wall and made correction they found.

Day 4:

Mini Lesson Topic: Procedures for peer conferencing and teacher conferencing

The teacher began to teach the students how to peer conference. She taught the procedures for conferencing with a peer, what they are looking for in each other’s papers, how they can help each other, and how to use the conferencing sheet (Refer to Appendix C for this sheet). The teacher also taught procedures for teacher conferencing.

Writing Time:
The students continued working on their rough drafts. When they finished, they read to the wall, then peer edited. During this work time, the teacher began holding teacher conferences with students to establish those procedures.
Day 5:

Mini Lesson Topic: Procedures for writing a final draft and drafting, status of the class

The teacher taught the procedures for writing their pieces into a final, published form. Procedures such as what paper to use, where to find the paper, what the expectations are for a final draft, what to use for illustrations, and where to place the published piece were addressed. At the end of the mini lesson, the teacher took a status of the class, by asking each student which part of the writing process he/she would be doing (rough draft, conferencing, etc.).

Writing Time:

Students continued working on their piece of writing, going through the writing process. Once a piece had been published, the requirement was that they began the process again by picking another idea from their list of ideas and began a new rough draft.

Each day of writing time proceeded in this same manner.

The mini lessons followed those listed in Table 2 (p. 65), which serves as an outline of all the necessary topics that third grade students need to learn about writing, how these topics fit with the California State Standards and Step Up
to Writing (Auman, 2006), and an appropriate sequence for teaching these topics. Refer to Appendix I for a list of resources used for mini lesson ideas. As much as possible, the teacher used literature to show students what each trait looks and sounds like (Spandel, 2004).

Throughout the course of the mini lessons, it was important to continue showing students where to get ideas to use in their writing and the reasons for writing. The teacher and students continued to add to the lists generated during the first week’s mini lessons. At the end of each mini lesson the teacher took a status of the class to keep track of student progress on a piece of writing. It was to the teacher’s discretion as to how many published pieces a student should complete in a certain time frame. However, the important factors are that they went through the writing process and chose their own topics.

Participants

The participants in this study were 20 third grade students at Grapeland Elementary School in Etiwanda, California. The 20 students were chosen out of the population at Grapeland Elementary School based on convenience. They were the 20 students in the researcher’s
third grade class, during the 2006-2007 school year. The population at Grapeland Elementary School consisted of a majority of Hispanic/Latino students (35.4%). The population also consisted of 27.9% White (not Hispanic), 14.2% African American, 10.5% Asian, 8.4% Filipino, 0.4% Pacific Islander, and 0.1% American Indian students. Three percent of the overall population at Grapeland Elementary did not have ethnicity data available. In the researcher's class (the 20 participants in this study), ethnicity breakdown of students was as follows: 30% Hispanic, 20% White (not Hispanic), 10% Asian, 15% Filipino, and 10% African American, and 10% had no ethnic data available. Ten percent of the overall population at Grapeland Elementary had free lunch. Seven percent of the overall population at Grapeland Elementary had reduced lunch. The ethnicity for all third grade students during the 2006-2007 school year was follows: 12.3% Asian, 0.6% Pacific Islander, 7.7% Filipino, 38.7% Hispanic (Not White), 13.5% African American, 23.2% White, and 3.9% of third grade students had no ethnicity data available.

Out of the 20 students in this study, 1 student had been retained in kindergarten. This same student received counseling services once a week. No students received
special education services such as RSP (resource specialist/pull out program) or SDC (special day class). One student received speech services twice a week. Seventy-five percent of the 20 participants in this study scored either a 3 or 4 (proficient scores) on the second grade Etiwanda School District Writing Assessment at the end of their second grade school year (50% scored a 3 and 25% scored a 4). Fifteen percent of the 20 participants in this study scored a 2, and 10% of the 20 participants in this study did not take the Etiwanda School District Writing Assessment in second grade. Out of the 20 students in this study there were no students who qualified as English Language Learners.

Data was also collected from the Etiwanda School District Writing Assessment scores of all third grade students, from the 2005-2006 school year. During that school year, the overall population at Grapeland Elementary School had 36.9% Hispanic/Latino, 27.3% White (not Hispanic), 13.2% African American, 10.4% Asian, 8.6% Filipino, 0.5% Pacific Islander, and 0.2% American Indian students. Three percent of students at Grapeland Elementary did not have any ethnic data available for the 2005-2006 school year. The third grade student population
during the 2005-2006 school year was as follows: 9.4% Asian, 0.8% Pacific Islander, 8.6% Filipino, 34.4% Hispanic, 14.8% African American, 31.3% White (Not Hispanic), and 0.8% had no ethnic data available.

Data Collection and Analysis Procedures

**Attitude Survey**

This project used two data collections tools. First, data was collected to assess students' attitude about writing, knowledge about the purposes of writing, and knowledge about the process of writing. Students were given a nine-question survey. Refer to Appendix E for a copy of the survey. The questions on the survey were all open-ended questions. The survey first asked students to describe their attitudes about writing. The next section of the survey asked students to identify purposes for writing. The last part of the survey asked students to list the steps in the writing process and types of writing. Students took this survey anonymously and were given as much time as needed to complete it in class. The same attitude survey was given at the end of the project, following the same procedures.
The data from the attitude survey was compiled in two ways. First, the researcher calculated the following percentages:

- Percentage of students who liked to write and did not like to write
- Percentage of students who could identify at least two reasons for writing
- Percentage of students who could identify one step in the writing process, two steps in the writing process, three steps in the writing process, and four steps in the writing process
- Percentage of students who could not identify any steps in the writing process
- Percentage of students who could identify 1 type of writing, 2 types of writing, 3 or more types of writing, and no types of writing
- Percentage of students who could identify 1 reason why adults write, 2 reasons, 3 or more reasons, or no reasons
- Percentage of students who write at home and do not write at home
- Percentage of students who believe writing is an important skill to have and who do not think it is an important skill to have.

The second way the data from the attitude survey was analyzed was through coding (Mills, 2007). Student answers were cut and pasted onto 3" x 5" note cards and sorted according to similar patterns and themes. The researcher then looked at the common patterns and themes the students had about writing.

When the attitude survey was given at the end of the project, the same procedures were used to analyze the data. The data from the first attitude survey and the second attitude survey were compared to look for growth in percentages of students who could identify writing aspects. The researcher also looked for a change in attitude about writing from the first attitude survey to the second by looking at the note cards sorted by themes and patterns. The goal was to find more positive themes/responses amongst the answers given on the end attitude survey.

Etiwanda School District Writing Assessment

The second data collection tool used assessed students' writing skills. To assess students' achievement in the area of writing, data was collected using the
Etiwanda School District writing assessment. The Etiwanda School District Writing Assessment was a writing assessment given district-wide, to students three times throughout the school year, in the Etiwanda School District. The third grade assessment given to the participants in this study asked students to write a descriptive paragraph. The first assessment used at the beginning of this project asked students to write a description of their favorite food to eat for lunch at school. Refer to Appendix F for a copy of the actual assessment as it was given to students. The second assessment, given at the end of this project, asked students to write a description of their third grade classroom. Refer to Appendix G for a copy of the actual assessment as it was given to students.

To administer the Etiwanda School District Writing Assessment, the teacher first read the prompt to the students. The teacher then modeled a brainstorm, using the district provided brainstorm organizer (refer to Appendices F and G for district organizers for each assessment). The teacher then used the brainstorm to write a descriptive paragraph on the designated topic—favorite food to eat for lunch at school (first assessment) or description of third grade classroom (second assessment). After modeling the
procedure, the teacher erased the example and handed out
the district provided assessment prompt (refer to
Appendices F and G). Once students had their topic in
mind, the teacher made a word bank of words that students
thought they might want to use in their paragraph. Once
the word bank was created and the students were asked to
begin brainstorming and writing, the teacher could no
longer help students with spelling or reminders about
proper writing procedures. Students were given as much
time as needed to complete their descriptive paragraph.

Once the paragraphs were finished, the teacher scored
the writing based on the Etiwanda School District Writing
Assessment rubric (see Appendix H). The Etiwanda School
District Writing Assessment rubric is a 4-point rubric.
Students were given a score of 1 if the writing did not
address the writing prompt, showed no understanding of the
purpose, did not give details, did not have a point of view
or organization, contained many errors in the conventions
of the English language that interfered with the
understanding of the piece. Refer to Appendix H for a full
description of a score of 1 on the rubric. Students were
given a score of 2 if the writing attempted to describe the
topic but told about it in very general terms, addressed
some of the writing prompt, had an inconsistent point of view and organization, and also contained many errors in the conventions of the English language that interfered with the meaning and understanding. Refer to Appendix H for a full description of a score of 2 on the rubric.

Students received a score of 3 if the writing addressed most of the prompt, showed a general understanding of the purpose, included a main idea with relevant facts and details, had a consistent point of view and organization, included some sentence variety, painted a clear picture of the topic, and contained some errors in convention that did not interfere with the reader's understanding. Refer to Appendix H for a complete description of a score of 3 on the rubric. Students received a score of 4 if the prompt was clearly addressed, showed a clear central idea with relevant facts and details, painted a vivid picture of the topic, included sentence variety, and contained few, if any, errors in conventions that did not interfere with the reader's understanding. Refer to Appendix H for a complete description of a score of 4 on the rubric. In order to qualify as proficient, a student had to receive a score of 3 or 4 on the 4-point rubric.
The students' writing was then given to a different third grade teacher to score, using the same rubric. If the two scores were different, a third reader was sought to score the piece. Students were assigned a number to write on their assessment, to help alleviate teacher bias when scoring. The numbers were then used to match the writing with the correct student after scoring was completed.

Third grade scores from the Etiwanda School District writing assessment were also collected from the 2005-2006 school year, in order to use as comparison data. The assessment and procedures for administering and scoring the assessments were identical to those given to the students in this project.

After the participants in this project completed the Etiwanda School District Writing Assessment at the beginning and end of the project, the researcher analyzed their rubric scores from both assessments by calculating percentages. She calculated the percentage of students who scored a 1, 2, 3, and 4 on the first assessment and then calculated the percentage of students who scored a 1, 2, 3, and 4 on the second assessment. The researcher then calculated the percentage of all third grade students from the 2005-2006 school year who scored a 1, 2, 3, and 4 on
the first assessment, and then again on the second assessment. This data was then analyzed to look for growth from the first assessment to the second. The researcher looked for a faster growth in the participants in this project than those students from the 2005-2006 school year that did not participate in this project. The researcher hoped to see more growth in this study's participants' writing scores as compared to the previous year's third grade students' writing scores.
CHAPTER FOUR

RESULTS AND DISCUSSION

In order to determine the effectiveness of an integrated approach to teaching writing, the researcher used two data collections tools. The first tool used was an attitude survey designed by the researcher. The purpose of the attitude survey was to determine if the integrated approach to writing increased students' attitudes about writing and their ability to understand the writing process. The second tool used was already in place in the researcher's classroom—the Etiwanda School District Writing Assessment. This assessment was given at the beginning and end of the study, as determined by the school district. This chapter will discuss the results of both data collection tools, possible explanations for those results, and conclusions reached by the researcher.

Attitude Survey

Two data collection tools were used in this study: an attitude survey and the Etiwanda School District Writing Assessment, both of which were given at the beginning and end of the study. The attitude survey consisted of nine,
opened-ended questions asking students about their feelings toward writing and their knowledge about writing purposes and the writing process. Please refer to Appendix E for the survey.

At the beginning of the study, the researcher gave the attitude survey to the 20, third grade students who were in her 2006-2007 class. At the end of the study, the same survey was given to the same class, however three of the students were different. Due to the fact that the survey was given anonymously, the researcher was not able to distinguish which answers the 17 students who remained constant throughout the study gave. For this reason, the answers for all 20 students at the beginning of the study and the answers for all 20 students at the end of the study were used. The researcher understands that the data collected comparing the two surveys is slightly inaccurate due to this change in student population.

The results of the attitude survey were analyzed in two ways: percentages of some answers and coding of other answers to look for patterns. Table 3 shows the percentages of student responses for specific questions.
Table 3

Percentage of Student Responses for Attitude Survey.

<table>
<thead>
<tr>
<th></th>
<th>Beginning of Study:</th>
<th>End of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liked to write:</td>
<td>40%</td>
<td>90%</td>
</tr>
<tr>
<td>Did not like to write:</td>
<td>60%</td>
<td>10%</td>
</tr>
<tr>
<td>ID at least 2 reasons for writing:</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>ID at least 1 reason for writing</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>ID no steps in writing process:</td>
<td>95%</td>
<td>40%</td>
</tr>
<tr>
<td>ID one step in writing process:</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>ID 2 steps in writing process:</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>ID 3 steps in writing process:</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>ID 4 steps in writing process:</td>
<td>5%</td>
<td>40%</td>
</tr>
<tr>
<td>ID no types of writing:</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>ID 1 type of writing:</td>
<td>45%</td>
<td>20%</td>
</tr>
<tr>
<td>ID 2 types of writing:</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>ID 3 or more types of writing:</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>ID no reasons why adults write:</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>ID 1 reason why adults write:</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>ID 2 reasons why adults write:</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>ID 3 reasons why adults write:</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Writing is important:</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Writing is not important:</td>
<td>10%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The biggest change the researcher found was that after participating in this integrated approach to writing instruction, students' attitudes toward writing changed. Figure 2, on the next page, shows this change in attitude went from 40% who liked to write, to 90% who liked to write.
The researcher attributes this increase to several factors. First, students were given several opportunities to write with a definite purpose in mind—communication. Students sent letters to friends and relatives and received responses in return. Second, students were given a chance to express their feelings through their writing in journals. Third, students were given opportunities to choose their own topics. Lastly, students shared their writing with classmates and received positive feedback from their peers.

Another significant change was in the question that asked students to identify the steps in the writing process. Figure 3, below, shows that at the beginning of
the survey, 95% of the students were not able to identify any steps in the writing process. After participating in a writer's workshop classroom, that number dropped to 40%.

Figure 3. Percentage of Students Who Could Identify Steps in the Writing Process.

At the end of the study, sixty percent of the students could identify at least two steps in the writing process. That was an increase of 55%. The researcher attributes this to using writer's workshop, in which students went through the writing process on a weekly basis. The writing process was discussed on a daily basis, and students were
asked to identify which step they were on at the beginning of each writing class.

The researcher noticed very little change in the percentage of students who could identify why they write and why adults write (as identified in the literature review of this project). Zero students could identify two or more reasons for writing at the beginning of the study and that number remained the same at the end. The percentage of students who could identify one reason for writing went from 20% to 25%. Likewise, at the beginning of the study, 75% of students could identify no reasons why adults write and 20% could identify only 1 reason why adults write. These percentages were 75% and 25%, respectfully, at the end of the study. Refer to Table 3 for the percentages of student responses just discussed.

Students in this study did not participate in as many lessons about the purposes for writing as the researcher would recommend. This could account for such a slight increase in these percentages. Curriculum that was designed, as described in chapter three, was only implemented for two months, giving another reason why students were unable to identify reasons for writing.
Student responses on the attitude survey were also coded and analyzed for patterns. Refer to Appendix J for a full account of all student responses to both surveys. Question two asked students what their least favorite thing about writing was. At the beginning of the study, the most common answer was going back and fixing what they had written (seven students). The next common answers were physical pain (hand hurts) and hard words/long sentences (five students for each). Seven students also included some form of pain (hand hurting or headaches) in their answer to question one (Do you like to write? Why or why not?). When the survey was given at the end of the end of the project, only two students mentioned pain in their answer for question one, and only two students mentioned pain in their answer for question two. One explanation for this change in attitude could be due to the fact that students wrote everyday. Another explanation could be that students were given a reason and opportunity to explore writing as much more than an exercise in handwriting, causing pain. They saw a purpose and excitement in writing that overrode any pain they may have felt in their hand.

Question three asked students to state what their favorite part about writing was. At the beginning of the
study, six students answered "nothing" and four students replied with an answer that had to do with making up stories or using their imagination. After the study, zero students responded "nothing" and eight students replied with an answer that had something to do with making up stories or using their imagination. That is double the students from the beginning of the story. Also, at the end of the study, three students remarked that publishing was their favorite thing about writing and one student said writing in the journal. By the end of this study, all students were able to identify at least one thing they liked about writing. Again, the researcher attributes this to the fact that students took ownership in the writing process through writer's workshop. Students were encouraged to write about what interested them, leading them to enjoy writing.

Another interesting pattern that the researcher noted was from question five: Why do you think adults write? In both surveys given, the most common answer was because they had to for their jobs or to pay bills. Twelve students gave these answers in the first survey and nine students gave these answers in the second survey. The other answer given to this question was to write letters, which falls
under the purpose of communication. Four students gave this answer on the first survey and five on the second survey. The writing instruction did not address the use of writing in particular by adults, however it is interesting to note that most writing that students see from adults is not for enjoyment, but rather for work related purposes.

In conclusion, the attitude survey showed positive feedback as a result of the integrated approach to teaching writing designed in this project. More students enjoyed writing, more students could identify the steps in the writing process, and all students identified something positive about writing.

Etiwanda School District Writing Assessment

Students in this study took the Etiwanda School District Writing Assessment at the beginning and end of the study (Appendix F and Appendix G). Scores from sixteen students were used to measure growth, as these were the students who had data from both assessments. These scores were also compared to scores from the same assessments given the previous school year to all third grade students at this school. Scores were compared for percentages of students who showed growth on the writing assessment.
Percentages were also calculated to see how these scores changed from the first assessment to the second. Table 4 shows the percentage of students in this study and the percentage of students from the previous year's assessments that scored a 1, 2, 3, and 4 on the rubric. Scores of 1 and 2 are considered non-proficient and scores of 3 and 4 are considered proficient.

Table 4
Etiwanda School District Writing Assessment Scores.

<table>
<thead>
<tr>
<th>Rubric Scores</th>
<th>1st Benchmark</th>
<th>2nd Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005-2006 3rd Grade Students</td>
<td>2006-2007 This Study</td>
</tr>
<tr>
<td></td>
<td>% (#) 117 Total Students</td>
<td>% (#) 16 Total Students</td>
</tr>
<tr>
<td>1</td>
<td>3.42% (4) 0% (0)</td>
<td>8.55% (10) 0% (0)</td>
</tr>
<tr>
<td>2</td>
<td>35.04% (41)</td>
<td>37.5% (6) 20.51% (24)</td>
</tr>
<tr>
<td>3</td>
<td>55.56% (65)</td>
<td>56.25% (9) 53.85% (63)</td>
</tr>
<tr>
<td>4</td>
<td>5.98% (7) 6.25% (1)</td>
<td>17.09% (20)</td>
</tr>
</tbody>
</table>

The researcher first compared the achievement of students in this study to students from the previous year. The biggest change noted by the researcher was that the
percentage of students, in the 2005-2006 school year, who scored a 1 (the lowest score) increased from the first benchmark to the second. Four students scored a 1 on the first benchmark and ten students scored a 1 on the second benchmark. This is an increase of 5.13%. Of the sixteen students who participated in this study, none had a decline in scores. All students participating in this study either increased their writing assessment score or stayed the same. The researcher does acknowledge that a smaller population size in this study may affect these percentages. However, this comparison of data may support that the instruction used in this study helps students to at least maintain their writing scores on the assessment given.

Although the students in this study did not show a decline in scores, as compared to the students in 2005-2006, they had a higher percentage of non-proficient scores at the second benchmark. As noted in table 4, 31.25% of the students who participated in this study were non-proficient on the second writing assessment (score of 1 or 2). However, only 29.06% of the 2005-2006 students were non-proficient on the second assessment. Several factors could account for this difference. First, the sample populations used for comparison were different students.
The 2005-2006 students were not the same students as used in this study. Second, the population size used in this study is much smaller than the total number of students being compared in the 2005-2006 school year. Third, the curriculum designed for this project was only implemented with the students in this study for two months. The data does show that although there was a higher percentage of non-proficient students in this study at the second benchmark, each student maintained or increased their score.

A third noticeable difference in the scores is in the percentage of students who scored a 4. Twenty-five percent of the students in this study scored a 4 on the second benchmark, and only 17.09% of the 2005-2006 students scored a 4 on the second benchmark.

Again, these numbers are comparing different students and the instruction for this study only lasted two months. Nonetheless, this data may support that the use of this integrated approach to writing helps to push students’ writing ability to a higher level. The researcher would again state that this is due to student ownership in the writing process. When students are able to choose their own topics and see positive feedback through a writer’s
workshop approach, their attitude about writing improves (as previously shown on the attitude survey). The researcher believes this positive attitude carries over to students' writing achievement.

The researcher then looked at the change that occurred in the scores from the first benchmark to the second benchmark. Table 5 on the next page shows the number of students who moved from one score to another from the first to second benchmark. The researcher looked at the students who were non-proficient on the first benchmark and analyzed their progress on the second benchmark.
Table 5

Etiwanda School District Writing Assessment Results: Score Changes.

<table>
<thead>
<tr>
<th>2005-2006 Third Grade Students</th>
<th>2006-2007 Participants in This Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Change</td>
<td>% (#) of Students</td>
</tr>
<tr>
<td>1 to a 1</td>
<td>1.71% (2)</td>
</tr>
<tr>
<td>2 to a 1</td>
<td>3.42% (4)</td>
</tr>
<tr>
<td>3 to a 1</td>
<td>3.42% (4)</td>
</tr>
<tr>
<td>4 to a 1</td>
<td>0% (0)</td>
</tr>
<tr>
<td>1 to a 2</td>
<td>0% (0)</td>
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<tr>
<td>2 to a 2</td>
<td>15.38% (18)</td>
</tr>
<tr>
<td>3 to a 2</td>
<td>4.27% (5)</td>
</tr>
<tr>
<td>4 to a 2</td>
<td>0.86% (1)</td>
</tr>
<tr>
<td>1 to a 3</td>
<td>1.71 % (2)</td>
</tr>
<tr>
<td>2 to a 3</td>
<td>14.53% (17)</td>
</tr>
<tr>
<td>3 to a 3</td>
<td>35.90% (42)</td>
</tr>
<tr>
<td>4 to a 3</td>
<td>1.71 % (2)</td>
</tr>
<tr>
<td>1 to a 4</td>
<td>0% (0)</td>
</tr>
<tr>
<td>2 to a 4</td>
<td>1.71 % (2)</td>
</tr>
<tr>
<td>3 to a 4</td>
<td>11.97% (14)</td>
</tr>
<tr>
<td>4 to a 4</td>
<td>3.42% (4)</td>
</tr>
</tbody>
</table>

As table 5 shows, five students in this study, who scored a 2 (non-proficient) on the first benchmark, remained with a score of 2. One student who scored a 2 on the first benchmark improved to a score of 3 (proficient) on the second assessment. However, the 2005-2006 students who were non-proficient on the first assessment did not all
maintain their score or improve. Of the 45 students from 2005-2006 who were non-proficient, 3.42% (4 students) fell from a score of 2 to 1.

The researcher then looked at the students who were proficient on the first assessment to analyze their progress on the second benchmark. Of the ten students in this study who were proficient at the first benchmark (9 students with a score of 3; 1 student with a score of 4), six students maintained their score of 3, and three students improved from a 3 to a 4. The student who scored a 4 on the first benchmark remained a 4 on the second benchmark. Again, no student fell to a lower score on this study.

Table 5, above, showed that of the 72 proficient students in 2005-2006 (61.54%), four students fell to a score of a 1 (all from a score of 3), and six students fell to a score of a 2 (five decreased from a score of 3 and one decreased from a score of 4). That means 8.33% of the 2005-2006 students who were proficient fell below the proficiency level on the second benchmark. The students in the 2005-2006 sample did not participate in the integrated approach to writing that was implemented in this study. The researcher again maintains that this integrated
approach to writing may have helped students to maintain or increase their scores due to the nature of writer’s workshop.

The researcher does note that the percentage of overall proficient scores for 2005-2006 was higher on the second benchmark than those for this study (29.06% and 31.25%, respectively). However, the researcher notes improvement in the quality of writing produced by the students in this study. Student A received a score of 2 on both assessments, however, looking at this student’s writing sample, the researcher notes an improvement in sentence fluency. Figures 4 and 5 show both samples for Student A.

Figure 4. Student A, Sample 1: First Benchmark.
In the first sample, the student began four of the seven sentences with "it." In the second sample, Student A used "my, it, we, I," and "when." Student A also improved in sentence fluency by differing the lengths of her sentences in the second sample. In the first sample, this student had a definite pattern in the sentence structure: "It looks...It smells...It feels..." However, no such pattern was used in the second sample.

Student B also received a 2 on both assessments; however, improvement can be seen in this student's writing of details. Figures 6 and 7 are the two samples for Student B.
Figure 6. Student B, Sample 1: First Benchmark.

Although the second sample (Figure 7) lacks organization, this student used more details than in the first sample. The descriptive paragraph written for the first benchmark only listed five different details about the topic. The second writing sample for Student B included 12 different details. The beginning of the second sample starts with an explanation of books and computers being in the classroom. This student proceeds to expand and give two details about the computer and books. This did not happen in the first sample.
My classroom is a really great classroom. Everyday I come to school I see books and computers. The books and the computers are really great. You can read and go on the computers. You can play game on the computers. On the bookshelves are a lot of books. When you get a chapter book and regular books. The smell is really fresh and it has clean air. The smelly smells really good. Cause the fresh air smells really clean. The clean air always smells good. The clean air smells like fresh air. When touch the desks it feel cold. The desk are cold and sometimes hot. When the desk get cold if my hand get cold when I touch it. The desk doesn't get that cold. The books are fun to read. I hear music. Music is really peaceful. Music is nice because it plays lots of songs. Music is peaceful to lots of people. People have erasers cause they help you. We pencils. Erasing inport to people cause they need it. Eraser help lots of people. When I go to school I like it at home and smart.

Figure 7. Student B, Sample 2: Second Benchmark.
Student C received a 3 on both writing assessments, but there is noted improvement in the words this student chose to use to describe the topic. Figures 8 and 9 show the two samples for Student C.

Figure 8. Student C, Sample 1: First Benchmark.

This student was also able to include much more detail in the second sample. In the second sample, Student C used similes such as, "The students I see work as hard ants work in their colony by collecting food for the ant mother."

This student also uses words such as, "spectacular, ginormous [sic]," and "magnificently." Although this student's grammatical errors keep it from being a 4, the student's ability to write a descriptive paragraph clearly improved.
My third grade classroom is a very smart class. The students work as hard as work in their colony by collecting food for the ant mother. When we do a classroom thing we use a interactive white board. My teacher goes up in front of the classroom and talks about spectacular things about multiplication stuff. And I think is pretty cool. In the classroom I can always smell the fresh air in the classroom like a bunch of clear water all blending in my classroom. When I am writing like right now I'm touching a holding a pencil to write with. Holding a pencil is like holding a stick but not moving and someone I have to hold a book with my hands when I'm reading a book in my hands. A book is for your hands but you can find a better way to put a book in front of your face. Everybody I think knows what a mouse is right? Because a mouse is a device that is hooked up to a computer and I use it all the time when I am writing a letter to someone or someone across America. When I am writing I'm listening to very soft music on the stereo in the classroom on the kid's table all the way in the back of my gigantic classroom. In the classroom I am very magnificently happy and excited to know things that I never learned before. And my class is still very smart.

Figure 9. Student C, Sample 2: Second Benchmark.
Student D also received a 3 on both writing assessments, and like Student D, improved in the area of word choice. Figures 10 and 11 below show the two writing samples for Student D.

My favorite food at school is Hot Cheetos. Hot Cheetos are my favorite food. It looks like a little stick with a lot of hot sauce on it. It tastes so good I want to eat them all day long. It feels so hard, but when I eat it doesn't matter anymore. When someone is eating it you could hear it crunch and it smells so good you could smell the lemon. I like Hot Cheetos a lot. As you see, I love Hot Cheetos.

Figure 10. Student D, Sample 1: First Benchmark.
My third grade class

My classroom is remarkable. It is so wonderful and quiet in my classroom. When I change seats, I feel different. The desk is so clean and shiny. But the part I like the best is reading. Usually I read but not when the interactive white board is on. School is so magnificent and exciting. I love to learn. So when someone walked in the room I hear tip tip tap tap tap tap. When I sharp a pencil I can hear bzzzz bzzzz bzzzz. My classroom has the interactive white board. It is so cool and when you turn it off, you can not see the righting. That is my third grade classroom.

Figure 11. Student D, Sample 2: Second Benchmark.

In sample one, this student describes hot cheetoes by saying, "When somewon [sic] is eating it you coud [sic] hear it crunch." This student also describes a sound in the second sample, however instead of just telling, these words are used, "When I sharp [sic] a pencil I cind [sic] of hear bzzzz bzzzz bzzzz." Clearly this student has learned what it means to show, not tell when deciding what words to use to best describe something.

Student E received a 4 on both assessments; however, noticeable improvement could be seen from the first to
second sample. Figure 12 shows the first writing sample for Student E.

One of my favorite foods at school would definitely be the curly spaghetti. When I take a bite out of it, it's like I'm in a whole new world. It doesn't really have a sound because it's extremely soft. Curly spaghetti looks like a red, creamy, hot, spa. One of the best things that goes with it is a nice piece of crunchy garlic toast. Most of the time it smells the same, like regular old spaghetti. But if you're lucky, you might discover a magical smell that's the smell of a hot, crispy scent. You can't tell what it is but it obviously smells delicious! Nobody can resist the smell of curly spaghetti. Everyone loves a good meal that covers your appetite!

Figure 12. Student E, Sample 1: First Benchmark.

The first sample was one paragraph, accurately describing curly spaghetti. The second sample (Figure 13) is a five-paragraph description of the student's classroom. The student has successfully learned how to organize writing into meaningful paragraphs, each with a topic. The first paragraph describes the fun things to do in the classroom. The second paragraph describes what the student hears in the classroom while the third paragraph describes what is seen. The fourth paragraph describes what the classroom...
feels like and the fifth paragraph states that there is no smell and gives a concluding sentence.

Figure 13. Student E, Sample 2: Second Benchmark.

Both samples written by Student E show a developed vocabulary, however the second sample shows that this student uses that vocabulary more accurately and more often. Adjectives were used more frequently in the second
sample, such as, “Whenever I walk into the colossal doors of my classroom, I spot the gleaming alphabet [sic] sitting above the clear, whiteboard.” Again, this student showed noticeable improvement in writing ability, although the score was not able to increase as a 4 is the highest score possible. The researcher also noted that although quantity does not equal quality, in each of these samples, students wrote noticeably more about the topic on the second assessment. One reason for this is the improved ability to use descriptive words to completely paint a vivid picture of the topic.

Although the researcher found positive effects when teaching writing using this integrated approach, further research is recommended. Chapter five will discuss conclusions and recommendations made by the researcher.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary
Designing, implementing and collecting data on an integrated approach to writing instruction came from the researcher's experiences as a third grade teacher in the Etiwanda School District. Here, the researcher was asked to teach the California State Writing Standards by using Step Up to Writing (Auman, 2006), however, the researcher found conflict in what she had learned from researchers about the teaching of writing and how this program teaches writing. The writing instruction designed through this project uses writer's workshop, which is a process-approach to writing, developed by Graves (1983; 1994) and Calkins (1994). Through the use of writer's workshop, students are taught the reasons for writing, the six traits of writing, and the writing process. The researcher created a timetable for teaching these concepts (refer to table 2 on page 65). This timetable showed where to use the Step Up to Writing (Auman, 2006) program within writer's workshop, and correlated the third grade California State Writing Standards to these lessons. For example, table 2 shows

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that during the second week of writing instruction, the teacher should begin teaching students how to organize their writing, using lessons from Step Up to Writing (Auman, 2006). During this time, the teacher would also be teaching the structure of writer's workshop and the writing process.

Students who participated in this project took an attitude survey about writing at the beginning and end of the study. Their responses were analyzed to determine if any change occurred in the students' attitudes toward writing, and whether they demonstrated an increase in knowledge about the reasons why we write and the writing process. The researcher found an increase in student attitudes and in the number of students who could identify steps to the writing process.

The students also took the Etiwanda District Writing Assessment at the beginning and end of the study. The researcher found the all students maintained or improved their scores. However, when compared to all third grade students from the previous year, who had also taken the same assessments, the students in this study showed a higher percentage of non-proficient students at the second benchmark. The researcher also analyzed these scores to
look for movement amongst the scores and found that just over 8% of the 2005-2006 students, who were proficient, fell to non-proficient at the second benchmark. No proficient student in this study fell to non-proficient level at the second benchmark.

Conclusions

After reviewing the data from the attitude survey and the Etiwanda School District Writing Assessment, the researcher made the following conclusions about using an integrated approach to writing instruction that uses writer’s workshop, Step Up to Writing (Auman, 2006) and the six traits of writing:

• All students became more positive about writing.
• All students could identify at least one thing about writing they enjoyed, compared to only six students at the beginning of the study.
• Sixty percent of the students could state at least one step in the writing process.
• All students’ writing ability, as scored on the Etiwanda School District Assessment, maintained or improved.
The researcher notes that this study does not fully prove, nor disprove the effectiveness of this integrated approach to teaching writing, however, positive gains were seen in the students who participated in this study. Likewise, this study does not fully prove nor disprove the effectiveness of any other methods to teaching writing. What this study does show, is that students can show positive gains in writing achievement when taught the six traits of writing through writer’s workshop, while incorporating Step Up to Writing (Auman, 2006).

Recommendations

Due to several limitations placed on this study, further research and study as to the effectiveness of this method of writing instruction is recommended. This study was done over the course of only two months, with a very limited population. The researcher recommends a larger population sample be used, over a longer period of time. It would be recommended to conduct a study over the course of a full school year. It is also the researcher’s recommendation to focus on the effectiveness of using children’s books to teach the traits of writing mentioned above. Due to limited resources of books and money, the
researcher was not able to fully implement the use of children's literature to teach the traits, but recommends its use. Even considering the above limitations, this study did show that an integrated approach to the teaching of writing has merit for students. It appeared to improve a student's understanding of the processes involved in good writing while also positively impacting his or her attitude toward writing.
APPENDIX A

THIRD GRADE CALIFORNIA STATE WRITING STANDARDS
Writing

1.0 Writing Strategies
Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Create a single paragraph:
   a) Develop a topic sentence.
   b) Include simple supporting facts and details.

Penmanship

1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Research

1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Evaluation and Revision

1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

2.0 Writing Applications (Genres and Their Characteristics)
Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

2.1 Write narratives:
   a) Provide a context within which an action takes place.
b) Include well-chosen details to develop the plot.
c) Provide insight into why the selected incident is memorable.

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

2.3 Write personal and formal letters, thank-you notes, and invitations:
   a) Show awareness of the knowledge and interests of the audience and establish a purpose and context.
   b) Include the date, proper salutation, body, closing, and signature.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

Grammar

1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.

1.4 Identify and use subjects and verbs correctly in speaking and writing
simple sentences.

Punctuation

1.5 Punctuate dates, city and state, and titles of books correctly.

1.6 Use commas in dates, locations, and addresses and for items in a series.

Capitalization

1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

Spelling

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

1.9 Arrange words in alphabetic order.
APPENDIX B

STATUS OF THE CLASS SHEET
<table>
<thead>
<tr>
<th>Names</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

1D = brainstorming/1st draft  
2D = second draft  
PUB = publishing  
EDCON = Editing conf. w/tchr  
RESPCON = content conf. w/tchr  
SE = self-editing/revising  
PC = Peer conf  
GS = Group share
Self and Peer Conferencing Sheet

My Name________________________________

Self-Conference: Do numbers 1 and 2 before you have a peer conference.

1. CUPPS:
   - □ Capitalization—beg. of sentences, names, 1
   - □ Usage—correct homophones, verb/subject agree, correct tense
   - □ Punctuation—periods, question marks, quotation marks, apostrophes
   - □ Paragraph form—indented first line, rest of lines touch the margin
   - □ Spelling—sight words, names, look up special words

2. Word Choice and Sentence Fluency

<table>
<thead>
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<th>Sent. #</th>
<th>First Word</th>
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<th>Adjective</th>
<th>Adverb</th>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After self-editing, please have a peer do numbers 3, 4 and 5.

3. Ideas: I have the following questions about the content that were not answered. (5 w’s and 5 senses)

4. Add more adjectives, exciting verbs and adverbs to add more detail.
5. Organization—
   □ Does the topic sentence catch your attention?—make changes if needed
   □ Are all the details organized so the paper has a natural flow?—make changes if needed
   □ Does the concluding sentence remind the reader of the topic?—make changes if needed
Writing Workshop Classroom Set Up

☐ Have a gathering place for mini lessons and sharing writing
☐ Have an author’s chair at the gathering place
☐ Establish your rules and procedures for the following:
  o Mini lessons
  o Writing time
  o Brainstorming/getting ideas
  o Self-editing/revising
  o Peer editing/conferencing
  o Teacher/student conferencing
  o Publishing
  o Sharing
☐ Get/make student notebooks to be used for mini lessons and brainstorming
☐ Create a way for students to tell you they’re ready to peer or teacher conference
☐ Make copies of Status of the Class sheets and have on a clip board in the gathering area
☐ Make a binder or some other way to keep track of the mini lessons you have taught and what materials you used to teach each mini lesson, use tabs to categorize them into topics
☐ Make copies of conference sheet
☐ Make copies of rubrics you want to use
☐ Make copies of (or get) rough draft paper and publishing paper
☐ Designate a place in your room for all writing materials to be stored (brainstorm ideas boxes, rough draft paper, check lists, pencils, sharpener and all publishing materials)
☐ Make an idea box for ideas to write about, which may include pictures, comics, student written ideas, books, etc
☐ Make an idea box for students to suggest mini lesson ideas
APPENDIX E

ATTITUDE SURVEY
Student Writing Survey

Directions:
Please answer the following questions as honestly and thoroughly as you can.

1. Do you like to write? Why or why not?

2. What is your least favorite thing about writing?

3. What is your favorite thing about writing?

4. Why do you write?

5. Why do you think adults write?

6. Why do you think we need to learn to write?

7. Do you think writing is an important skill to have? Why or why not?
8. List as many steps of the writing process as you can.

9. List as many types of writing as you can.
APPENDIX F

ETIWANDA SCHOOL DISTRICT WRITING ASSESSMENT #1
Prompt: Describe the one food item you most enjoy eating for lunch at school. Be sure to describe your favorite food using as many sensory details as you can.

Organize your ideas below or use the district provided organizer on the next page.

Topic/Title: ________________________________________________
**Etiwanda School District K-5 Writing Assessment**  
**Student Prompt/Organizer**  

**Descriptive Writing**  
**Third Grade Trimester I**

**Prompt:** Describe the one food item you most enjoy eating for lunch at school. Be sure to describe your favorite food using as many sensory details as you can.

**Topic/Title:** ____________________________

<table>
<thead>
<tr>
<th>Looks like.</th>
<th>Smells like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feels like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tastes like</th>
<th>Why it is my favorite?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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APPENDIX G

ETIWANDA SCHOOL DISTRICT WRITING ASSESSMENT #2
Prompt: Write a description of your third grade classroom. Be sure to describe the room using as many sensory details as you can.

Create your own organizer below or use the district provided organizer on the back of this page.

Topic/Title: ________________________________
**Prompt:** Write a description of your third grade classroom. Be sure to describe the room using as many sensory details as you can.

**Topic/Title:** 

<table>
<thead>
<tr>
<th>Sight</th>
<th>Smell</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Touch</th>
<th>Hear</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Taste</th>
<th>How does it make you feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing Assessment Grade 3 Trimester II**
APPENDIX H

ETIWANDA SCHOOL DISTRICT WRITING ASSESSMENT RUBRIC
## Third Grade Descriptive Writing Assessment Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | The writing -  
- clearly addresses all parts of the writing task.  
- demonstrates a clear understanding of the purpose.  
- includes a clearly presented central idea with relevant facts, details, and/or explanations.  
- maintains a consistent point of view, focus, and organizational structure.  
- includes sentence variety.  
- contains few, if any, errors in the conventions of the English language. These errors do not interfere with the reader's understanding of the writing.  

Descriptive writing -  
- paints a vivid picture of person, place, or thing.  
- shows the subject through well-chosen concrete details. These may include sights, sounds, scents, physical, or writer's thoughts and feelings where appropriate. |
| 3     | The writing -  
- addresses most of the writing task.  
- demonstrates a general understanding of the purpose.  
- includes a central idea with mostly relevant facts, details, and/or explanations.  
- maintains a mostly consistent point of view, focus, and organizational structure.  
- includes some sentence variety.  
- contains some errors in the conventions of the English language. These errors do not interfere with the reader's understanding of the writing.  

Descriptive writing -  
- paints a clear picture of person, place, or thing.  
- tells about the subject more than shows it. Description is more general than specific and may include unnecessary details or may need more details. |
| 2     | The writing -  
- addresses some of the writing task.  
- demonstrates little understanding of the purpose.  
- includes minimal facts, details, and/or explanations.  
- maintains an inconsistent point of view, focus, and organizational structure.  
- includes little sentence variety.  
- contains many errors in the conventions of the English language. These errors interfere with the reader's understanding of the writing.  

Descriptive writing -  
- attempts to describe a person, place, or thing.  
- tells about the subject in very general terms with few or no specific details. May include unimportant/unrelated details or be too short. |
| 1     | The writing -  
- fails to address parts of the writing task.  
- demonstrates no understanding of the purpose.  
- fails to include facts, details, and/or explanations.  
- lacks a point of view, focus, and organizational structure.  
- lacks sentence variety.  
- contains many errors in the conventions of the English language. These errors interfere with the reader's understanding of the writing.  

Descriptive writing -  
- the subject may be hard to determine.  
- tells about the subject with few or no details. May be incomplete, confusing, wandering, or include unrelated ideas, memories, or observations. |
APPENDIX I

MINI LESSON RESOURCES
Resources for Mini Lesson Ideas

Books:
Creating Young Writers: Using the Six Traits to Enrich Writing Process in Primary Classrooms by Vicki Spandel
Step Up to Writing by Maureen Auman
6 + 1 Traits of Writing by Ruth Culham's
Just-Right Writing Mini-Lessons by Sigmon & Ford
A Fresh Look at Writing by Donald Graves
In the Middle by Nancie Atwell
25 Mini-Lessons for Teaching Writing by Adele Fiderer
Trait-Based Mini-Lessons for Teaching Writing in Grades 2-4 by Megan Sloan
The Art of Teaching Writing by Lucy McCormick Calkins
Writing Lessons for the Overhead: Grades 2-3 by Lola Schaefer
Using Picture Books to Teach Writing With the Traits by Ruth Culham

Websites:
6 Traits of Writing: Online Writing Lab for Elementary Students
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
Writing Fix
http://www.writingfix.com/Traits.htm
InterActive Six Traits Writing Process
http://senior.billings.kl2.mt.us/6traits/index.htm
Literature Suggestions for 6-Traits of Writing +1
http://www.dsk12.net/%7EElnull/
Kim's Korner for Teacher Talk
http://www.kimskorner4teachertalk.com/writing/menu.html

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APPENDIX J

STUDENT SURVEY RESPONSES
Attitude Survey  
Beginning of Study

The data below is all the answers from the attitude survey given to third grades students in this researcher's class, for the 2006-2007 school year. These are the answers from the survey given at the beginning of the study. Answers are arranged by question, given in exact form as written by students on the survey. Blank boxes indicate a student did not respond to that question.

1. Do you like to write? Why or why not?

<table>
<thead>
<tr>
<th>Response</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. I don't like to write because it gives me a headache.</td>
<td>No. I don't go back and fixing it.</td>
</tr>
<tr>
<td>I don't like to write because it's not fun.</td>
<td>I don't like to write because it makes my hand hurt.</td>
</tr>
<tr>
<td>No. I don't like it because after I write my hand hurts, and I'm not good a making up stories.</td>
<td>I lick to rite</td>
</tr>
<tr>
<td>No because it makes my hand hurt.</td>
<td>No: I don't like writing because it starts to hurt my thumb.</td>
</tr>
<tr>
<td>Yes. Because I like to write story's</td>
<td>Yes. Bc to do handwriting.</td>
</tr>
<tr>
<td>No because sometimes you write a lot.</td>
<td>Yes because I like to make up stories.</td>
</tr>
<tr>
<td>Yes. I love to write because you get to use your imagination.</td>
<td>Yes. It's fun to write stories.</td>
</tr>
<tr>
<td>No I do not like it.</td>
<td>No I don't like to write because it's boring.</td>
</tr>
<tr>
<td>I don't like writing but my hands will hurt.</td>
<td>I like writing because it is fun.</td>
</tr>
</tbody>
</table>
2. What is your least favorite thing about writing?

<table>
<thead>
<tr>
<th>five sentences.</th>
<th>nothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>long words</td>
<td>When I used to think of smoothing.</td>
</tr>
<tr>
<td>Hand hurts, don’t like to go back and fix spelling.</td>
<td>big sitsis</td>
</tr>
<tr>
<td>the hard words I get headaches</td>
<td>I gives me blisters on my thumb</td>
</tr>
<tr>
<td>going back to check</td>
<td>Fite mitax.</td>
</tr>
<tr>
<td>going back</td>
<td>To go back and it again.</td>
</tr>
<tr>
<td>I don’t like to write sentences.</td>
<td>Be you make sentecenes about you friends.</td>
</tr>
<tr>
<td>It makes my hand ache</td>
<td>People correct me, and it takes a long time</td>
</tr>
<tr>
<td>I do not like riting bc it macks my hed hrt</td>
<td>Fixing a word and</td>
</tr>
<tr>
<td>My least favorite thing about writeing is telling.</td>
<td>nothing</td>
</tr>
</tbody>
</table>

3. What is your favorite thing about writing?

<table>
<thead>
<tr>
<th>Nothing</th>
<th>When I write a stins.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
<td>It helps me to lorn</td>
</tr>
<tr>
<td>Nothing</td>
<td>No Favorite</td>
</tr>
<tr>
<td>Reading it after you write it.</td>
<td>I like math.</td>
</tr>
<tr>
<td>Nothing</td>
<td>Making up the story.</td>
</tr>
<tr>
<td>You get to use your imagination</td>
<td>I don’t like look over it.</td>
</tr>
<tr>
<td>Nothing</td>
<td>making up stroies</td>
</tr>
<tr>
<td>Nothing</td>
<td>on favorite thing.</td>
</tr>
<tr>
<td>Re writning</td>
<td></td>
</tr>
</tbody>
</table>

4. Why do you write?

<table>
<thead>
<tr>
<th>Because I have to.</th>
<th>To lener thing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers make us.</td>
<td>cus you can Draw a picer with it.</td>
</tr>
<tr>
<td>Because I’m supposed to.</td>
<td>bc is is fun</td>
</tr>
<tr>
<td>I get introble if I don’t</td>
<td>To anser questions</td>
</tr>
<tr>
<td>Because it’s fun to me.</td>
<td>Why I do like wite sitenes.</td>
</tr>
<tr>
<td>bc I have no choice</td>
<td>If I’m bord I write.</td>
</tr>
<tr>
<td>because you lern.</td>
<td>Because you tell about yourself.</td>
</tr>
<tr>
<td>I write bc it’s fun</td>
<td>To talk to people by letter</td>
</tr>
<tr>
<td>Becase we Hft to</td>
<td>Be I have to.</td>
</tr>
<tr>
<td>I write bc I have to.</td>
<td>I like it</td>
</tr>
</tbody>
</table>
5. Why do you think adults write?

<table>
<thead>
<tr>
<th>I do not now why. or mabe they like to.</th>
<th>bc They haft to taker sum disnis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make letters.</td>
<td>To send a letter.</td>
</tr>
<tr>
<td>They have to.</td>
<td>for work</td>
</tr>
<tr>
<td>they have to or they don’t get paid</td>
<td>For sighing, for bills, For there Jobs</td>
</tr>
<tr>
<td>They sometimes the write notes.</td>
<td>To help you.</td>
</tr>
<tr>
<td>Work</td>
<td>For there bill</td>
</tr>
<tr>
<td>they writ ther bill</td>
<td>Because they have work to do.</td>
</tr>
<tr>
<td>They write bc they use it to write mail, make stories, and making a book.</td>
<td>To tell someone something</td>
</tr>
<tr>
<td>Becase they have to.</td>
<td>I don’t know nothing about that.</td>
</tr>
<tr>
<td>bc people have to.</td>
<td>Because they have to</td>
</tr>
</tbody>
</table>

6. Why do you think we need to learn to write?

<table>
<thead>
<tr>
<th>so you now how to write</th>
<th>To be good at.</th>
</tr>
</thead>
<tbody>
<tr>
<td>so we learn.</td>
<td>cus we need to lern how to speel.</td>
</tr>
<tr>
<td>Bc when we grow up we’ll need to do it all the time.</td>
<td>swin wor in class the techer can read your pader</td>
</tr>
<tr>
<td>We will need to when we get older</td>
<td>so we can learn to do math. So w can learn to make stories.</td>
</tr>
<tr>
<td>so that we could do math tests. They let us now that it’s fun</td>
<td>Can the teather read or writeing</td>
</tr>
<tr>
<td>bc when we send letters They need to know what we said</td>
<td>Bc when we grow up we hathew write.</td>
</tr>
<tr>
<td>so you can do Good when you get a Gob</td>
<td>So you can know how to write in collage.</td>
</tr>
<tr>
<td>Bc if you want to be an author you have to learn how to write.</td>
<td>on tests no one would know your ansewer</td>
</tr>
<tr>
<td>bc we have to so wer an mack a living</td>
<td>So when we need to wite we can wite.</td>
</tr>
<tr>
<td>bc we never write.</td>
<td>Work</td>
</tr>
</tbody>
</table>
7. Do you think writing is an important skill to have? Why or why not?

<table>
<thead>
<tr>
<th>Do you think writing is an important skill to have?</th>
<th>Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes I do bc it is important.</td>
<td>Yes bc you need to lener how to writing.</td>
</tr>
<tr>
<td>Yes it is bc it helps you learn.</td>
<td>it is not importen to writ bc it is hard</td>
</tr>
<tr>
<td>Yes, Bc like when you want to get a job you have to fill out things.</td>
<td>yes it is importent</td>
</tr>
<tr>
<td>No Bc it’s hard</td>
<td>Yes; so if you have to wrigt your name.</td>
</tr>
<tr>
<td>Yes, Bc it kindof works out your writes musle.</td>
<td>Yes bc it teack time.</td>
</tr>
<tr>
<td>Yes it’s important bc we need to write at school</td>
<td>Yes bc to write leters</td>
</tr>
<tr>
<td>Yes bc you lern</td>
<td>Yes. bc writing is important for your hand.</td>
</tr>
<tr>
<td>Yes. Bc you woundn’t be able to send a mail letter.</td>
<td>Yes bc when we mail a packages we write the address</td>
</tr>
<tr>
<td>Yes. bc</td>
<td>Yes it’s inpotont skill bc we need to wite iven tho we don’t want to</td>
</tr>
<tr>
<td>Yes I do.</td>
<td>yes bc we ned to Lern</td>
</tr>
</tbody>
</table>

8. List as many steps of the writing process as you can.

<table>
<thead>
<tr>
<th>Steps of the writing process</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>You need a begning a middle and ending</td>
<td>yes</td>
</tr>
<tr>
<td>Prewriting Drafting revising proofread publish</td>
<td>Capitalize punchuwatation</td>
</tr>
<tr>
<td>I do not now</td>
<td></td>
</tr>
<tr>
<td>First of all</td>
<td></td>
</tr>
<tr>
<td>Beginning Middle End Double Check.</td>
<td></td>
</tr>
<tr>
<td>You have to write Details 4 Details.</td>
<td>Ending</td>
</tr>
</tbody>
</table>
9. List as many types of writing as you can.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>good bad dad</td>
<td>story</td>
</tr>
<tr>
<td>story picher</td>
<td>story sintins</td>
</tr>
<tr>
<td>Story, imformation</td>
<td>Yes</td>
</tr>
<tr>
<td>poem story</td>
<td>story</td>
</tr>
<tr>
<td>Story’s, math subtract</td>
<td>Story</td>
</tr>
<tr>
<td>Story Sententis</td>
<td>Story, letter</td>
</tr>
<tr>
<td>Stories, paragraphs</td>
<td>Stories sentences</td>
</tr>
<tr>
<td>A store and a paragraph</td>
<td>Letter, story and write on a packig</td>
</tr>
<tr>
<td></td>
<td>Story and a notes.</td>
</tr>
</tbody>
</table>
The data below is all the answers from the attitude survey given to third grade students in this researcher's class, for the 2006-2007 school year. These are the answers from the survey given at the end of the study. Answers are arranged by question, given in exact form as written by students on the survey. Blank boxes indicate a student did not respond to that question.

<table>
<thead>
<tr>
<th>1. Do you like to write? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes! Because writing makes my brain</strong></td>
</tr>
<tr>
<td><strong>tell story's and make up ideas to put on</strong></td>
</tr>
<tr>
<td><strong>paper.</strong></td>
</tr>
<tr>
<td><strong>no it takes me a long time</strong></td>
</tr>
<tr>
<td><strong>Yes because it doesn't hurt my hand</strong></td>
</tr>
<tr>
<td><strong>like it did last time.</strong></td>
</tr>
<tr>
<td><strong>Yes i love riteing</strong></td>
</tr>
<tr>
<td><strong>Kind of Because sometimes I just can't</strong></td>
</tr>
<tr>
<td><strong>think of something to write about! and I</strong></td>
</tr>
<tr>
<td><strong>hate that.</strong></td>
</tr>
<tr>
<td><strong>I love writing. Why it is so fun!</strong></td>
</tr>
<tr>
<td><strong>I like to write because I like to write</strong></td>
</tr>
<tr>
<td><strong>letters.</strong></td>
</tr>
<tr>
<td><strong>Yes, I like write. I like to write</strong></td>
</tr>
<tr>
<td><strong>because you get to write alot.</strong></td>
</tr>
<tr>
<td><strong>No because writing is hard it is hard</strong></td>
</tr>
<tr>
<td><strong>because you have to think of stuff to</strong></td>
</tr>
<tr>
<td><strong>write about.</strong></td>
</tr>
<tr>
<td><strong>I like to write because you can get your</strong></td>
</tr>
<tr>
<td><strong>hand working.</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
2. What is your least favorite thing about writing?

<table>
<thead>
<tr>
<th>reedoing the thing i’m writing.</th>
<th>Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using my arm</td>
<td>Paragraph form</td>
</tr>
<tr>
<td>Ruffdraft</td>
<td>There is nothing I don’t like about writing</td>
</tr>
<tr>
<td>corecting it.</td>
<td>Stories</td>
</tr>
<tr>
<td>I don’t like to brainstorm and peer conference</td>
<td>I don’t like to publish</td>
</tr>
<tr>
<td>Nothing</td>
<td>the least favorite thin about writing is writing a ¶</td>
</tr>
<tr>
<td>Nothing</td>
<td>writing be it hurts my hand</td>
</tr>
<tr>
<td>My least favorite thing about writing is when I write alot my hands hurt</td>
<td>the red and yellow putting into words</td>
</tr>
<tr>
<td>Thinking of stories to write.</td>
<td>Publishing.</td>
</tr>
<tr>
<td>My favorite thing about writing is can tell a story.</td>
<td>I do not like to do writing with the groups.</td>
</tr>
</tbody>
</table>

3. What is your favorite thing about writing?

<table>
<thead>
<tr>
<th>Make up things</th>
<th>Making stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>doing a rough draft</td>
<td>Writing in my jurnal</td>
</tr>
<tr>
<td>Publish</td>
<td>My most favorite part of writing is imagining what to write about</td>
</tr>
<tr>
<td>I woud Have to Be riting.</td>
<td>Writing the stuff that we want</td>
</tr>
<tr>
<td>Publishing</td>
<td>composing is my favorite thing</td>
</tr>
<tr>
<td>To let all your idas about anything.</td>
<td>My favorite thing about writing is the picture.</td>
</tr>
<tr>
<td>My favorite thing about writing is writing a letter.</td>
<td>having great ideas</td>
</tr>
<tr>
<td>My favoite thing about writing is I get to make a story.</td>
<td>Putting into sentences on the Back.</td>
</tr>
<tr>
<td>Publishing</td>
<td>Thinking of a topic.</td>
</tr>
<tr>
<td>My favorite thing about writing is that you can write all about stuff.</td>
<td>I love doing cursive.</td>
</tr>
</tbody>
</table>
4. **Why do you write?**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think it feels fun with your brain thinking</td>
<td>you make me!</td>
</tr>
<tr>
<td>teacher makes me</td>
<td>To communicate</td>
</tr>
<tr>
<td>so we can send letters</td>
<td>I write to communicate to people that live far away</td>
</tr>
<tr>
<td>Becus its fun</td>
<td>because I like it</td>
</tr>
<tr>
<td>I write because I express my feelings. At home, I have a special notebook where I write when I’m mad, happy or excited</td>
<td>To get a Job</td>
</tr>
<tr>
<td>It is jest so fun!</td>
<td>I write because it is fun.</td>
</tr>
<tr>
<td>I write because I like to write about things</td>
<td>Its fun</td>
</tr>
<tr>
<td>I write because I have to learn.</td>
<td>Bc my teacher made me.</td>
</tr>
<tr>
<td>I write to express my feeling and so I can say my feeling about things.</td>
<td>So when you need to write you know how to write.</td>
</tr>
<tr>
<td>cause you do lot of stuff when you write</td>
<td>I write about my little cousin and Birthday parties.</td>
</tr>
</tbody>
</table>

5. **Why do you think adults write?**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>to write letters</td>
<td>So they can work.</td>
</tr>
<tr>
<td>I don’t know</td>
<td>To tell</td>
</tr>
<tr>
<td>so they can do their bills</td>
<td>Adults write because they need to make important messages</td>
</tr>
<tr>
<td>case they Have to</td>
<td>Letters</td>
</tr>
<tr>
<td>I think they write because they have to</td>
<td>To get a Job</td>
</tr>
<tr>
<td>For dills, cecks and alot more thigs</td>
<td>I think adults becuase they like writing.</td>
</tr>
<tr>
<td>I think they write because its important</td>
<td>They learned how when they were are age and they need it for work.</td>
</tr>
<tr>
<td>I think they write because they always write.</td>
<td>Bc they do a lot of work</td>
</tr>
<tr>
<td>Adults write because they have to send letters to people for instance when my mom writes invitations to people to let them know we are having a party.</td>
<td>Because when they have to send a note to an adults then they can’t be spelling the wong words.</td>
</tr>
<tr>
<td>Cause they work everyday.</td>
<td>I think adwlots write for there jobs.</td>
</tr>
</tbody>
</table>
6. Why do you think we need to learn to write?

<table>
<thead>
<tr>
<th>Just incase we need to write homework, letters and other kinds of things</th>
<th>So we can read.</th>
</tr>
</thead>
<tbody>
<tr>
<td>for a lot of stuff</td>
<td>So we can comuncat</td>
</tr>
<tr>
<td>Well we don’t really have to if you have a computer with a priter but to write because for one I’m writing right now.</td>
<td>We need to write because we need to like help others.</td>
</tr>
<tr>
<td>So you can get a gob</td>
<td>because if we don’t know how you couldn’t write letters.</td>
</tr>
<tr>
<td>So when we go to college we can get a good degree or whatever it’s called.</td>
<td>So we can get a Job</td>
</tr>
<tr>
<td>To send letters and for fun.</td>
<td>i think we need to learn to write becuse if we don’t know how to write then how would write.</td>
</tr>
<tr>
<td>I think we need to learn to write so we can write important things like bills.</td>
<td>we need it for college</td>
</tr>
<tr>
<td>Because some people don’t know how to write.</td>
<td>So we can be good at it.</td>
</tr>
<tr>
<td>We need to learn to write because lets say we needed to write something to are family and we didn’t know how to write we couldn’t write the letter to them.</td>
<td>Because on are test we are going to need to write.</td>
</tr>
<tr>
<td>cause if we didn’t we couldn’t write.</td>
<td>I think we need to learn becouse we need to write.</td>
</tr>
</tbody>
</table>
7. Do you think writing is an important skill to have? Why or why not?

<table>
<thead>
<tr>
<th>Response</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely. Because your hand gets to move a lot while your moving and</td>
<td>Yes it is bc you can learn</td>
</tr>
<tr>
<td>gets exirsize</td>
<td></td>
</tr>
<tr>
<td>Yes because their woan’t be school</td>
<td>Yes so you comincat</td>
</tr>
<tr>
<td>Yes so we can learn our letter in signiture</td>
<td>Yes, because if you youdon’t now how to write, many bad things can</td>
</tr>
<tr>
<td></td>
<td>happen</td>
</tr>
<tr>
<td>Yes i do thinc it importin</td>
<td>yes, because you can write cursive too.</td>
</tr>
<tr>
<td>Yes because you definently need to. Every time I look at my teacher I</td>
<td>Yes I do</td>
</tr>
<tr>
<td>see her writing</td>
<td></td>
</tr>
<tr>
<td>Yes it is our I can’t wright this papper</td>
<td>I think it is important to write becuse if we need to tack a test how</td>
</tr>
<tr>
<td></td>
<td>are we going to tack it.</td>
</tr>
<tr>
<td>I think writing is a important skill to have if we don’t’ have phons or</td>
<td>Yes if you want good grades or want to get into a good college</td>
</tr>
<tr>
<td>cell phons</td>
<td></td>
</tr>
<tr>
<td>Yes. If we couldn’t write people couldn’t write</td>
<td>Yes so it can be importon to us.</td>
</tr>
<tr>
<td>Yes because when you need to write something to someone you can if you</td>
<td>Yes. Because you have to always write. Evan in cursive.</td>
</tr>
<tr>
<td>know how to right.</td>
<td></td>
</tr>
<tr>
<td>Yes because you learn how,</td>
<td>I think it is a relly important.</td>
</tr>
</tbody>
</table>
8. List as many steps of the writing process as you can.

<table>
<thead>
<tr>
<th>Step</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polishing and RD</td>
<td>Topics, details, reds and concluding sentence.</td>
</tr>
<tr>
<td>Revising and Finalizing</td>
<td>Details, sentences, periods, and commas.</td>
</tr>
<tr>
<td>Publishing Teacher Conference</td>
<td>Conventions, sentence fluency, Voice, Organization, Word choice and ideas.</td>
</tr>
<tr>
<td>Brainstorming, Drafting, Conferences, Publishing</td>
<td>BS rd edit publish.</td>
</tr>
<tr>
<td>Cursing, Scripting, You Should Your Best Writing</td>
<td>Publish, peer edit, brainstorm, final draft.</td>
</tr>
<tr>
<td>Brainstorming, Process, Teacher Conference</td>
<td>Topic, deal, clousend, and condoushin.</td>
</tr>
</tbody>
</table>

9. List as many types of writing as you can.

<table>
<thead>
<tr>
<th>Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Letter and Poem</td>
<td>Stories and describing things.</td>
</tr>
<tr>
<td>Fantasy and Fiction</td>
<td>Good writings and bad writings.</td>
</tr>
<tr>
<td>Stories, poetry and descriptive paragraphs</td>
<td>Topic sentence, conclusion.</td>
</tr>
<tr>
<td>Dogs, Cats, Puppies and Dogs, Hamsters, Kittens</td>
<td>Cursive, funny, jokes to.</td>
</tr>
<tr>
<td>King Kong Dragon Elephants, Informational, story, adventure</td>
<td>Discripted, facts friendly letter.</td>
</tr>
<tr>
<td>Cursive, Regelr writing</td>
<td>Cursive hand normal.</td>
</tr>
<tr>
<td>Cursive, and plan writing</td>
<td>I can’t Sorry so much.</td>
</tr>
<tr>
<td>Cursive, and plan writing</td>
<td>Stories, sentences.</td>
</tr>
</tbody>
</table>
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