

complete and our achievement pads and Ranger sticker badges encourage Rangers to keep up their good work (2008, www.writemorestuff.com)!

This model and curriculum places a strong emphasis on completing tasks, and not on the development of creating quality writing. This program also provides many prompts, which do not encourage students to make their own choices about topics. This program is costly, and includes many consumable items, which would need to be re-ordered for new students and each school year. The program's website also presents a research study, where the program was implemented into intermediate classrooms. There was not any evidence provided to support the program in the primary setting. For the above reasons, the researcher rejects utilizing a writing curriculum, such as "Write More" as a solution in this action research project.

A study by Cavanaugh, Johnston, Kitay, and Yuratovac (1997) describes a possible solution. This study discusses an afterschool program, which focused on writing for elementary school students. This program included tutors from the local university, and students and tutors were matches based upon their needs and interests, "Thus it was that a shy 5th grader with a budding interest in science worked with a tutor with a dual major in physics and chemistry (who, coincidentally, also happened to be very shy)" (p.53-54). The tutors assisted various students in all subject areas. This program had a great success in students' progress in this school setting, and the students were excited to be able to work with their tutors. An alternate study, by Paquette (2008), describes the positive effects in writing attitudes after cross-age tutoring. In regard to positive writing attitudes Paquette explains, "When students see themselves as incompetent writers, a lower level of engagement will occur in their writing" (p.182). The cross-age tutoring program helped students to have positive views of themselves as writers. This

confidence is very important for students to have as learners and writers, so this program would provide this extra support to encourage students with their writing.

The above solution ideas have many positive effects, but it is not likely to be a possible solution at the research site. While there are university connections within the district, from the college's of education at Concordia and Eastern Oregon University, this has only included student teachers and practicum sessions. Organizing the tutor program would be a strong undertaking, and impractical for the research setting. Cross-age tutoring may be a possibility at the research site, but there are challenges including grade level schedules and time limitations.

The researcher will take the volunteer component from the study, and utilize parent and community volunteers during writing in the classroom. This will allow for more individual attention during writing, and to ensure that her volunteers understand the instructional strategies in the classroom, the researcher will train her volunteers with the methods that will be used. As a complete solution, the researcher rejects this idea as a solution, based upon the previous reasons, but she will utilize volunteers during writing time in the classroom.

Writer's Workshop is a possible solution for this project. An elementary principal, Suzanne C. Roy (2004), discusses how Writer's Workshop creates a writers' community in elementary school setting, "I knew that I had arrived as an equal member of the writers' community when my classmates suggested, "Not to say your piece is boring, but you might want to consider pruning it a little and get to the point" (p. 26). Writer's Workshop is a teaching framework that empowers children to understand writing and be able to help each other with ideas and suggestions. Regarding kindergarten writers, Fu, Johnson, Lamme & Savage (2002) state, "It is possible for kindergarten children to become avid writers given a supportive

environment, time for writing, modeling and demonstrations, and developmentally appropriate assistance” (p.78). After implementing Writer’s Workshop in her first grade classroom, Keta Foltz found (2007):

Assessing the improvement of the spacing, spelling, and neatness of their writing is one way to assess if the students were, in fact motivated to use the rubric to improve their writing. Comparing the length of their (students’) writing was another way to determine if they were indeed motivated to write. (p.20)

Foltz found an increase in her students’ length of writing and improvements in conventions. In a study by Conroy, Marchand, and Webster (2009), they found that after implementation of a Writer’s Workshop Program into the primary classroom, students’ attitudes towards writing improved, and students also improved in the areas of “mechanics, creativity, sentence structure, and adding story elements” (p. i).

Carol Kieczkowski (1996) describes many benefits to utilizing writer’s workshop in the primary classroom. These benefits include, “Increased self-esteem, student empowerment, risk-free environment, phonemic awareness, increased fluency in reading and writing, and opportunities for development of oral and written language conventions for second-language learners” (p.7-13). Bahous, Hachem, & Nabhani (2008) discuss writer’s workshop in the primary classroom, “Implementing the writing workshop creates an environment where students can acquire these (writing) skills along with self-confidence, the desire to see themselves as writers, and fluency, which involves helping them concentrate on writing longer texts rather than focusing on editing tools” (p.327). Kathryn Brown, a kindergarten educator, describes the changes that writer’s workshop made in her writing framework (2010), “The writing workshop

differed drastically from the journaling the children had been doing. Instead of having time constraints, the time in which to complete a book was unlimited" (p.25). Brown continues to celebrate the effects of the writer's workshop approach with her students, "And more important, in their first year of formal schooling, these kindergartners were learning to love the act of writing" (p.28). A study by Robin Bayer (1999), focusing on the attitudes of first grader's towards writing, indicates:

28% of children felt happy when their teacher said that it was writing time, while posttest results showed a jump to 54%. When children were asked if they like to write, pretest results indicated 25% said yes, while posttest results showed a rise to 71%. (p.6)

The routine and framework of Writer's Workshop can provide students with a positive writing attitude and excitement towards writing.

Calkins and Mermelstein (2003) discuss the component of mini-lessons within the Writer's Workshop for the primary classroom, "Remind children that today and everyday the writing workshop will begin with a mini-lesson" (p. 12). This mini-lesson will allow the teacher to review with students previous writing lessons, and demonstrate and explain writing skills to students. This solution appears to be a highly effective instructional strategy for teaching writing to primary students. The components include time for group instruction, and individual conferring, while also building a strong classroom community through sharing. The group instruction encompasses a daily mini-lesson. In regard to the mini-lesson, Kieczkowski (2000) states, "The most effective mini-lessons are those that are interactive, and the interactive lessons are "the most powerful tool in improving children's writing" (p.12). Gray, Strubhar, & Tornquist (2009) also discuss the importance of the mini-lesson, "The mini-lesson provides

focus and specificity to the Writer's Workshop process while maintaining a responsive approach to instruction" (p.28). The mini-lessons will be fluid and modified daily in response to the students' needs, and the researcher has flexibility to re-visit concepts and skills when she sees that students could benefit from additional reinforcement. "During the independent writing time, writing partnerships are a possibility for elementary school student. According to Cathy Hsu (2009):

What is distinct about writing partnerships is that they effect two key changes in the writers' workshop. First, the independent writing segment stabilizes as the students are reoriented, no longer flocking to the teacher as the sole source of support but significantly supporting one another. (p.153)

Hsu continues to explain an additional benefit of this strategy, "Second, writing partnerships foster frequent student-to-student conferencing, substantially increasing students' practice with critiquing writing and with recommending actions." (p.153). The researcher may organize writing partnerships, when students have maintained independent and responsible writing behaviors.

Conferencing is a powerful component of the Writer's Workshop. An elementary educator, Danielle Landry (2000) states, "During my conferences, I would help a child to stretch words, and leave them feeling confident so that they can continue writing on their own. Conferences are also a good way for me to assess where my children are at." Conferences can provide teachers with an abundance of informal observations related to students' letter and sound knowledge and concepts of print. Landry continues to explain (2000):

It is very important that during a conference, the teacher allows the child to speak about his or her writing. A conference is not about taking over and telling a child what to do. It is getting them to gain independence and to learn a new skill that will enhance their writing. (p.8)

This solution also provides a routine, so students will understand the expectations for them during this learning time. This solution will not be costly, as the materials are simple, and mostly composed of paper and writing utensils. This opinion will also be beneficial because the site's district has adopted Calkins' "Units of Study" writing teacher's manuals(Calkins et al., 2003). Writer's Workshop is the recommended model to follow for this district. The researcher accepts this option as a solution for teaching writing to her kindergarten students, as it has been utilized in many primary classrooms, and provided numerous benefits to students.

Action Plan

This action research project will begin in August 2009, before the beginning of school, and continue until January 2010. The following explains the timeline of this project in greater detail:

- August 31st through September 9th: The researcher will gain consent from the site's principal and district office, to follow through with this action research proposal. If necessary, the researcher will create consent forms for her students, distribute the forms, and collect the forms after they have been signed by student's parents or guardians. A copy of the consent form is found in Appendix 4.

The researcher will create the needed materials for observations, logs, and interviews.

The researcher will develop questions for her students to orally answer, for the end of the

project, found in Appendix 6. This will also be when the researcher begins to collect and create the needed materials for her individual students (writing folders and paper organization in the classroom). The researcher will also develop her classroom's daily schedule, where she will dedicate a daily schedule block to writing. During this preparation time for the project, the researcher will also develop volunteer materials, so she will be prepared to train the classroom volunteers to assist using uniform methods. Volunteer and assistant writing resources are found in Appendix 5.

- September 10th through January 22nd: The researcher will implement Writer's Workshop into her classroom, and also make consistent observational and anecdotal notes about her students and herself, during Writer's Workshop time. The researcher will maintain detailed writing lesson plans, and she will organize and compile these lesson plans. During the beginning of this time block, the researcher will administer baseline assessments of her students' writing skills. The baseline assessment will entail the researcher distributing a blank sheet of paper, with three lines at the bottom to each student. The researcher will ask the students to write about something that they like. Using the "Beginning Writer's Continuum," found in Appendix 3, the teacher will score each sample, and organize the scores, to use for baseline information for her students and comparisons at the end of the project. The Writer's Workshop framework will be implemented with the components of:
 - Mini-lesson
 - Individual writing time
 - Conferring with individual students
 - Opportunity for sharing

Below is a listing of the mini-lessons taught, for the weeks of research, and questions asked during conferring with students. Lessons may be re-visited and re-taught, depending on the needs of students, and the discretion of the researcher.

Week of	Focus of the week: Lessons, Brief Description, and Applicable Conferring Questions
9/10	<p>Starting the Writing Workshop:</p> <p>Establish the writing environment, that writing will be worked on everyday, and every writing workshop with start with a meeting. Reinforce that children will become writers. Model sketching an idea.</p> <p><i>“What have you been working on? Will you read it to me? What do you want to put down on paper? What would you like your writing to say?”</i></p>
9/14	<p>Carrying on Independently as Writers:</p> <p>Remind students the components of a mini-lesson, and discuss what writers do when they are done (add to the picture, add to the words, start a new piece).</p> <p><i>“Where is that (described idea) on your paper?”</i></p> <p>Using Supplies Independently:</p> <p>Discuss the importance of writer’s tools, and students will learn how to take care of their writing supplies. Discuss how writing supplies will be distributed and how responsible writers put the caps on their pens put their pens back into the tubs, etc.</p> <p><i>“What is your writing work today?”</i></p>
9/21	<p>Introduction to Folders:</p> <p>Discuss and model how writers use special folders to store their projects. Model the storage and distribution of folders, and emphasize that these are their folders, and they may access them during free time.</p> <p><i>“Where will you put this piece when you have completed it?”</i></p> <p>Telling Stories in Illustrations:</p> <p>Model telling a story about an event that the class experienced, like going to the playground. Students contribute ideas to parts of the illustrations.</p> <p><i>“What are you working on as a writer today? Can I show you how to write</i></p>

	<p><i>more?”</i></p> <p>Drawing Even Hard-To-Make Ideas:</p> <p>Model drawing a difficult idea, and reinforce how writers always try their best, even if an idea seems really difficult.</p> <p><i>“What’s the story in this picture?”</i></p>
9/28	<p>Using both Pictures and Words, Like Famous Authors:</p> <p>Display a book that was read to the class, and point out how the author uses both pictures and words in their books. Continue to model this throughout the week, with various examples. Display students’ examples through the week, which demonstrate this goal.</p> <p><i>“Would you point to your words? Would you point to your pictures?”</i></p>
10/5	<p>Stretching and Writing Words:</p> <p>Model how to write a simple sentence, by stretching out the sounds. Practice with students: say the word, stretching them out, write what you hear, reread and say more.</p> <p><i>“Let’s say the word slowly.”</i></p>
10/12	<p>Stretching and Writing Words: Initial Sounds:</p> <p>Again, emphasize writing words the best students can, and explain that today we will work on writing the beginning sound in a word.</p> <p><i>“What do you hear at the beginning of that word? Which letter makes that sound?”</i></p>
10/19	<p>Spelling the Best We Can...And Moving On:</p> <p>Remind students that as we are drawing, they do the best that they can and move on, and this also is important to remember when spelling, too. Demonstrate how to spell a hard word, and then move on to write more.</p> <p><i>“Which sounds do you hear in that word?”</i></p>
10/26	<p>Using Writing Tools: The Alphabet Chart:</p> <p>Review the enlarged alphabet chart in the classroom, and remind students how they have used it to find letters and sounds. Describe how they will also be using this chart to help them during Writer’s Workshop. Model stretching out a word, and using the chart to find sounds. This lesson needs to be emphasized and expanded, and the researcher needs to provide adequate opportunity for students to practice.</p>

	<p><i>“Let’s look at your alphabet chart. Which letter makes the same sound as ____?”</i></p>
11/2	<p>Creating a Place for Writing-in-Progress: Long-Term Projects</p> <p>Model the organization of using the portfolio pockets to store completed projects and in-progress projects.</p> <p><i>“Where will you put that piece when it is completed? Where will you put your pieces that you are still working on?”</i></p> <p>Introducing Booklets:</p> <p>Model moving from one page stories to writing in books. Discuss ideas for a several page story.</p> <p><i>“Look how Mo Willems did that. How can you make your ideas into a book?”</i></p>
11/9	<p>Writing Booklets, Continued:</p> <p>Review last week, and model again how to choose a booklet to write in, and how to add pages with additional ideas. Model the researcher’s book, and each day, add a new idea, to expand the book.</p> <p><i>“How does this look like a book by _____?”</i></p>
11/16	<p>Fixing-Up Writing:</p> <p>Explain that writers publish their writing, and they need to get pieces ready to publish by fixing it up. Model how to edit a piece, by fixing and adding more to a piece.</p> <p><i>“Where will you add that? What else can you do/add?”</i></p>
11/23	<p>Editing and Fancying up Writing:</p> <p>Continue to model how writers add and fix their writing and illustrations to prepare pieces for sharing.</p> <p><i>“How can you add more to this piece?”</i></p>
11/30	<p>Revisiting Making a Booklet:</p> <p>Model beginning with an idea and adding ideas to the booklet, throughout the week. Reinforce students’ ideas, and include all skills, worked on (spelling, editing).</p> <p><i>“What will happen next?”</i></p>
12/7	<p>Writing about Favorite Topics:</p> <p>Model writing and developing a book around a shared topic, for example,</p>

	<p>insects (topic studied). Students may contribute ideas, and then encourage them to write about something they know a lot about.</p> <p><i>“What is something that you know a lot about that you can write about?”</i></p>
12/14	<p>Understanding a Small Moment Story:</p> <p>Read aloud a few pages from a familiar picture book. Explain that the students have been doing a great job of writing about stories from their lives, and they will stretch out these stories to make them even longer. Model adding details, as were found in the picture book.</p> <p><i>“Is this a story about your life? What will happen next?”</i></p>
1/4	<p>Discovering One Small Moment:</p> <p>Model taking a small moment and turning it into a story. Sketching and expanding words will be modeled.</p> <p><i>“Will you touch each page and say what you will write? Can I help show you how to get your ideas down on paper?”</i></p>
1/11	<p>Stretching and Writing Words:</p> <p>Using the small moments examples (books written during mini-lessons), model how writers slowly say the words before they write them. Revisit this during the week, for the mini-lesson.</p> <p><i>“What are you writing about? What is the most important part of your story? What happened first?”</i></p>
1/18	<p>Sketching Rather than Drawing:</p> <p>Model how sketching illustrations will allow more attention to be focused on the words. Using a new book idea, model how a writer can sketch, instead of draw, and encourage students to do this during their writing, also.</p> <p><i>“Which words will you put with your illustrations? Good writers take the time to write their words.”</i></p>

The sharing portion of Writer's Workshop will take approximately 10-15 minutes of the end of writing time. The researcher will make verbal celebrations of writers she saw making good choices and trying new ideas that were learned during the mini-lessons.

The researcher will model and reinforce the expectations of an audience, while students

respectively listen to their peers share their work. The researcher will randomly pull students' names (written on Popsicle sticks), so all students have an equal opportunity to share each day.

- January 25th through 29th: The researcher will interview her students, to learn more information about their understanding of roles during Writer's Workshop. This will also be when the researcher administers post-assessments of her students, to find the growth achieved from the baseline assessments. The post assessment will involve the researcher providing students with writing prompt regarding what students like, and the Beginning Writer's Continuum (Appendix 3) will be used for the scoring guide. With all of the researcher's collected information and data, she will also analyze and interpret all of the results of this action research project. The interview form used is in Appendix 6. The final project will be completed and submitted to the researcher's faculty advisor by February 8th, 2010.

The researcher is very anxious to begin this action research project because it will allow her to closely focus on her students' progress and her personal teaching practices. This project will allow for reflection, and the researcher will be able to make the necessary modifications to improve and strengthen her instructional strategies. The researcher understands the important benefits that this project will provide to both herself and her students.

Action Research Report

Chapter Five – Results and Next Steps

The purpose of this action research was for the researcher to implement Writer's Workshop into a kindergarten classroom, to improve her students' writing skills. The researcher wanted to implement a writing framework, so her students would become confident and independent writers. The researcher wanted to incorporate this framework into teaching to answer the question, "How can Writer's Workshop be implemented into the kindergarten classroom and improve students' writing skills?"

In order to answer this question, the research was conducted using a pre- and post-writing assessment of students. A post-survey was also conducted of students' feelings and opinions towards writing. The researcher's findings are summarized throughout this chapter.

The researcher approached implementation of this project with many goals, especially that her students would understand that they are writers, and are very capable of writing, and writing is an enjoyable activity. She referred to her students "writers" during writing time, and incorporated different writing activities into routines, such as a classroom mascot who traveled weekly to a different students' home, and their family would record the adventures that the mascot had in the travel journal. For students' birthdays, birthday books were constructed, where each student wrote and illustrated a special page for the child's whose birthday was being celebrated. Students were also involved in making cards when thank you notes were appropriate for special awards and visitors. Writing was an ongoing activity in the classroom, which had meaningful and special purposes for all students.

During the first week of school, the researcher completed writing pre-assessments for each student. This sample was scoring using the "Beginner's Writing Continuum," found in Appendix 3. The researcher also implemented Writer's Workshop, including the framework of a mini-lesson, individual writing time, conferencing with students, and time for students to share at the end of the writing time. The lessons taught to students, are outlined in the previous chapter.

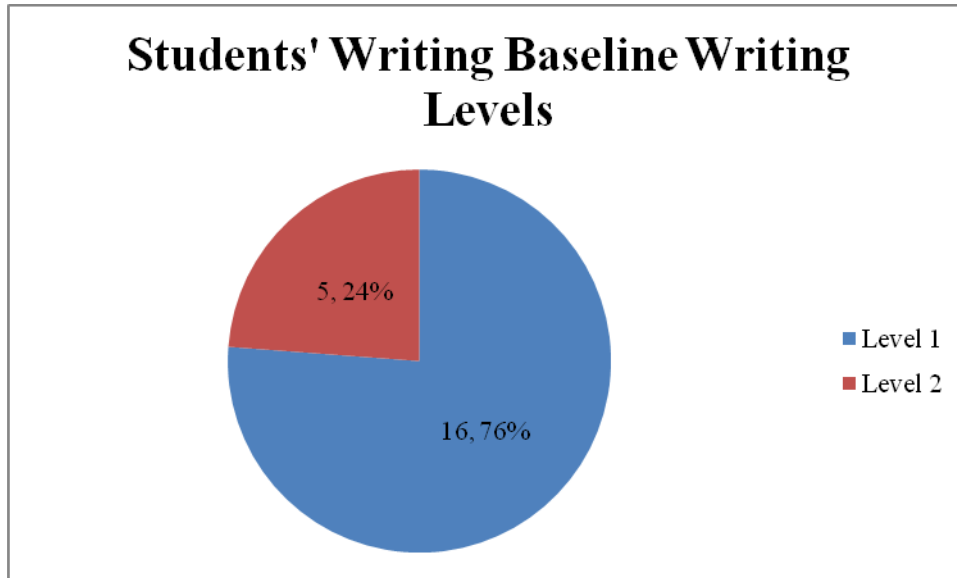
The researcher encountered many management and behavioral challenges with her students, but during Writer's Workshop, students maintained engagement, and improved in their independent work skills. This has made the researcher brainstorm other workshop models that could be incorporated into her teaching.

The initial pre-assessment was intended for the researcher to understand her students' writing skills, and provide a baseline score for each student's writing. Below is a table that lists student's baseline scores from the writing pre-assessment.

Student	Baseline Writing Level
1	2
2	1
3	1
4	2
5	1
6	1
7	1
8	1

9	2
10	1
11	1
12	1
13	1
14	2
15	2
16	1
17	1
18	1
19	1
20	1
21	1

From this data, the researcher could conclude that five students, or 24% of her students were at a level 2, or “emerging” level in their writing, and sixteen students, or 76% of her students were at a level 1, or “experimenting” level of their writing. The average writing level for students was 1.24. The research site’s school district, expects kindergarten students to enter school at a level 1, and achieve a level 3, “developing” at the end of kindergarten. This data is represented in the chart below:



The writer shared the importance of writing with her students' families. At parent-teacher conferences, in the fall, the researcher shared with parents their child's current writing level, and the goal for the end of kindergarten. She also shared appropriate ideas that parents may incorporate into home activities that would include writing at their child's appropriate level.

In January, while students completed their post-writing assessment, the researcher also interviewed each student using the following questions:

1. What do you do during Writer's Workshop?
2. How do you find your ideas to write about?
3. What is your favorite thing to write about?
4. What do you need to remember to do when you write?
5. Are you a writer?

Students' responses to these questions are recorded in the table below:

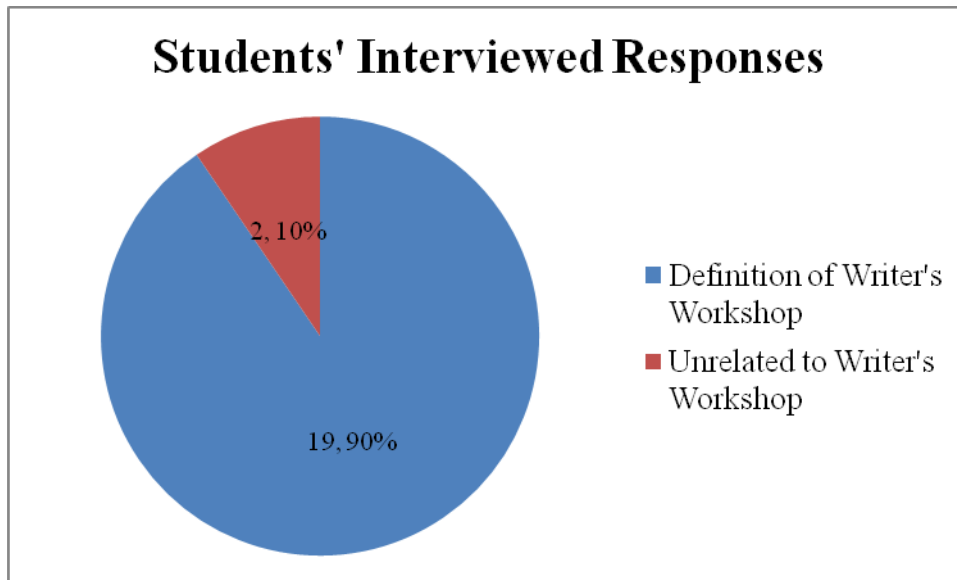
Student	Responses to Survey Questions
1	<ol style="list-style-type: none"> 1. I write about something. 2. In my head. 3. My mom and dad. 4. I don't use markers. 5. Yes.
2	<ol style="list-style-type: none"> 1. I make pictures and words. 2. I think about what I like. 3. Little guys. 4. I do my work and try my best. 5. I wish I was.
3	<ol style="list-style-type: none"> 1. You write and make books. 2. I think about it. 3. Batman, a Wii game, and Robin. 4. I think about it in my head. 5. Yes, I write everything I like.
4	<ol style="list-style-type: none"> 1. I make books. 2. I think about it. 3. Butterflies. 4. I write, 5. Yes.
5	<ol style="list-style-type: none"> 1. You are quiet, read, and write. 2. You sound them out. 3. My cat. 4. Be quiet, write your words. 5. Yes.
6	<ol style="list-style-type: none"> 1. I write about my mom and dad.

	<ol style="list-style-type: none">2. I know I watch it. I know all about it.3. My mom and dad.4. I write.5. Yes.
7	<ol style="list-style-type: none">1. Writing, the weekend.2. I went to something.3. Monster trucks.4. Be quiet and write.5. Yes.
8	<ol style="list-style-type: none">1. I write about castles, friends, houses.2. I think in my brain.3. Houses and knight's castles.4. My name.5. Yes.
9	<ol style="list-style-type: none">1. I write and color them in.2. Think.3. My dog.4. I write my name and draw.5. Yes.
10	<ol style="list-style-type: none">1. I do handwriting.2. You think.3. Friends.4. Sit at the table; raise my hand if I have a question.5. Yes.
11	<ol style="list-style-type: none">1. You write, and I ask my tablemates for help.2. I get help.3. Dogs and cats because I want a dog.

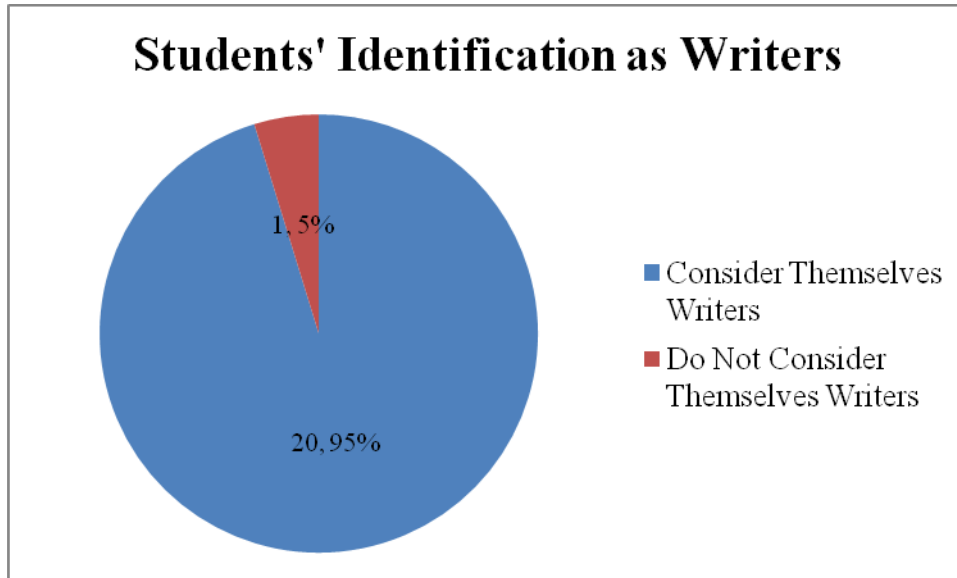
	<ol style="list-style-type: none">4. I write and concentrate.5. Yes.
12	<ol style="list-style-type: none">1. I draw and write.2. I think about unicorns.3. Rainbows.4. I do my best.5. Yes.
13	<ol style="list-style-type: none">1. I clean-up.2. I write.3. The Ferris wheel, friends, pumpkins.4. I sit down.5. Yes.
14	<ol style="list-style-type: none">1. I write stuff, what I want to.2. Stories.3. All kinds of stuff, things I like, dinosaurs.4. I need to focus on it.5. Yes.
15	<ol style="list-style-type: none">1. I draw pictures.2. I write them and see what I want to write.3. Indiana Jones and Star Wars.4. I need to remember what to do.5. Yes.
16	<ol style="list-style-type: none">1. I write about horses.2. I think about flying horses.3. My G. I. Joes4. Write my letters.5. Yes.

17	<ol style="list-style-type: none">1. Write stuff.2. From the teacher.3. Cats, because I like cats.4. To be quiet.5. Yes.
18	<ol style="list-style-type: none">1. We write stuff we did during the weekend.2. When you go somewhere you remember it, and you can write it.3. Motorcycles.4. Write your words.5. Yes.
19	<ol style="list-style-type: none">1. I draw princesses and stars, grass, me and mom, and dresses.2. I think about it, and I like movies, and I remember the movies.3. Princesses and stars.4. I draw.5. Yes.
20	<ol style="list-style-type: none">1. You get stuff, and write. We write stuff, boats are non-fiction.2. First I draw my boat.3. The Yankee-Doodle boats.4. I make my picture.5. Yes.
21	<ol style="list-style-type: none">1. I write about a dog.2. I think about my dog.3. Ladybugs.4. I ask other kids if I need help.5. Yes.

From the survey results, the researcher found that 19 of the 21 students, included writing or activities conducted during Writer's Workshop, to answer the definition of Writer's Workshop. Only students 10 and 13 did not include writing into their definition of their tasks during Writer's Workshop.



Also, the researcher found that 20 of the 21 students consider themselves to be writers, with the exception of student 2. From this data, the researcher can conclude that 95% of the students considered themselves writers, once this project was over.

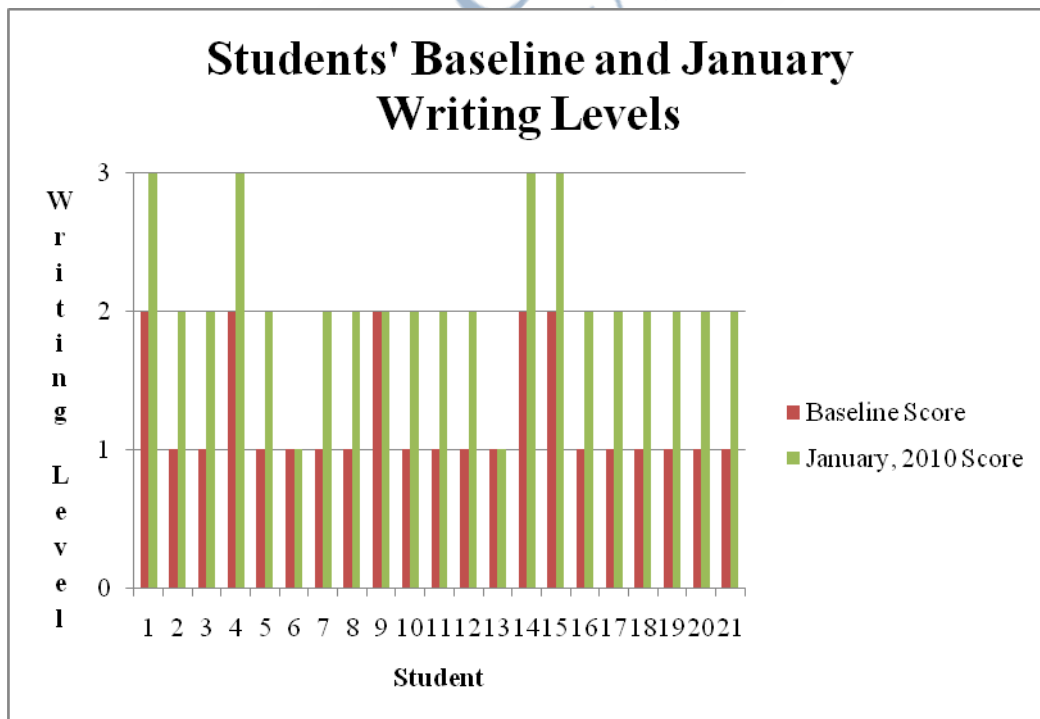


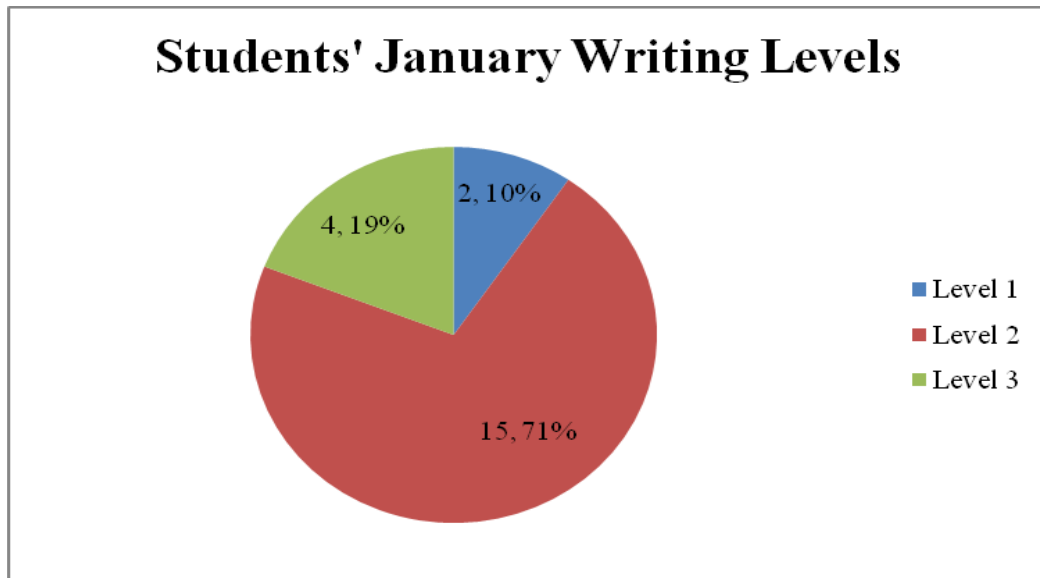
After the researcher administered the post assessment in January, she recorded the results in the table below:

Student	Baseline Writing Level	January, 2010 Writing Level
1	2	3
2	1	2
3	1	2
4	2	3
5	1	2
6	1	1
7	1	2
8	1	2
9	2	2
10	1	2
11	1	2

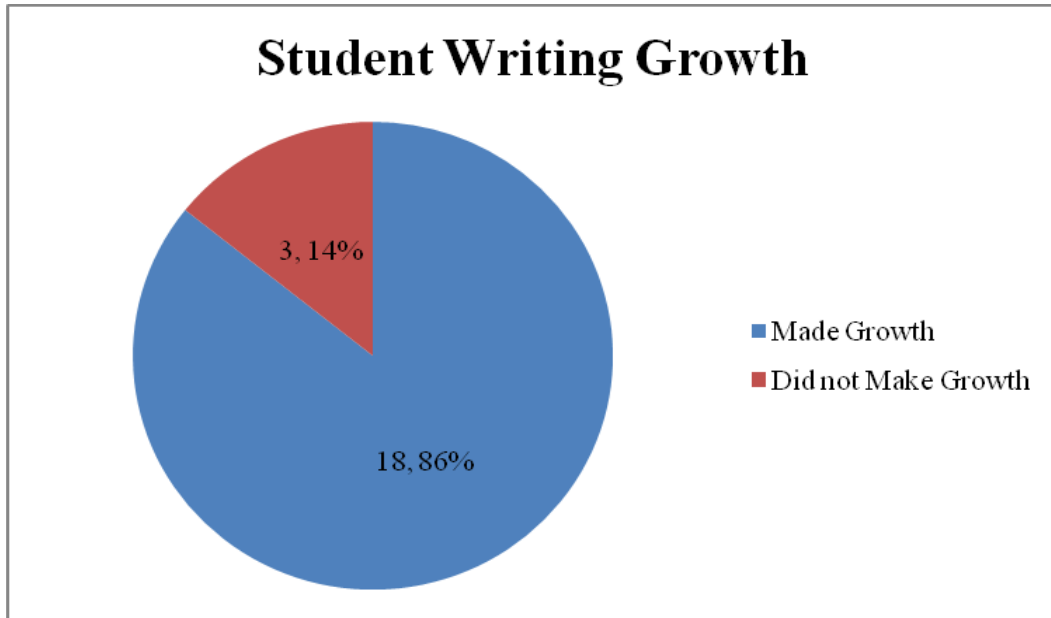
12	1	2
13	1	1
14	2	3
15	2	3
16	1	2
17	1	2
18	1	2
19	1	2
20	1	2
21	1	2

These scores are also presented in the chart below:





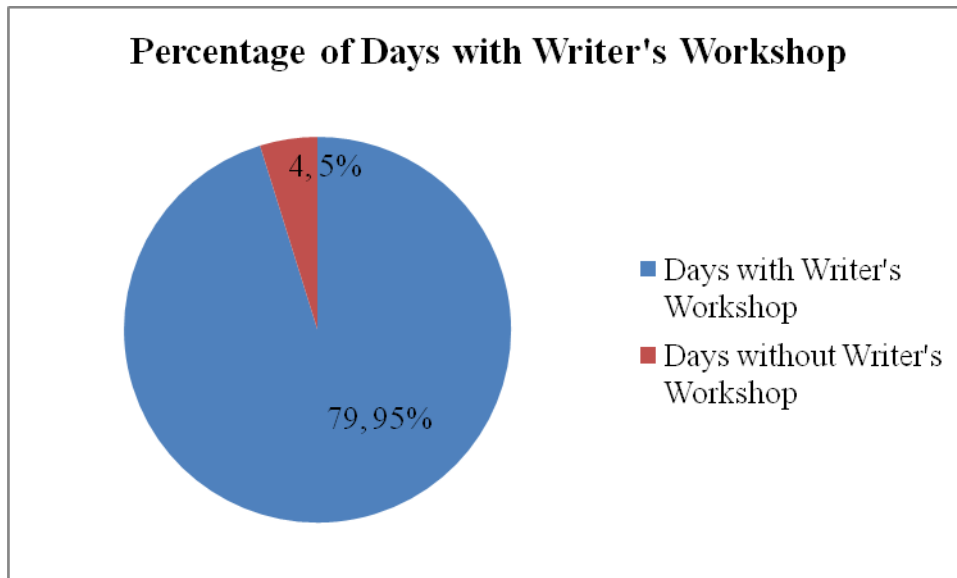
In comparison to the baseline average writing level of 1.24, the student average increased to 2.10 in January. From the group of 21 students, eighteen, or 86% of students made growth along the writing continuum, when comparing their January scores to their baseline scores. Only three, or 14% did not make growth during this time period. This exceeds the goal of 75% of students to make growth during the implementation period. The researcher believes this occurred because students became accustomed to the routine of Writer's Workshop and they also became very confident in their writing skills. Students saw themselves as writers, which was a goal of the researcher, for her students this year.



Writer's Workshop was conducted during 95% of the school days during the implementation period, as noted in the table below:

Week of	School Days Writer's Workshop Held, Compared to Schooldays in the week
9/10	2/3
9/14	5/5
9/21	5/5
9/28	5/5

10/5	5/5
10/12	4/5
10/19	5/5
10/26	5/5
11/2	5/5
11/9	5/5
11/16	5/5
11/23	2/2
11/30	2/3
12/7	5/5
12/14	4/5
1/4	5/5
1/11	5/5
1/18	5/5



The finding of 95% of school days with Writer's Workshop, exceeds the goal of 75% for the project. Writer's Workshop was made a priority in the researcher's daily schedule, and she maintained that schedule whenever possible.

Conclusion

In the opinion of the researcher, this action research plan was challenging, as the researcher encountered obstacles within the environment, but the researcher believes that the project was beneficial for her students' writing skills and attitudes. It was wonderful to see her students grow as writers, and become more confident in their abilities. From the measurable data, the researcher met and exceeded all of the goals for this project. The researcher attributes this to the routine that Writer's Workshop provided for her students. This project helped the researcher to understand her individual students' and whole class's writing skills and development. Using Writer's Workshop in the kindergarten classroom has helped students to make writing growth, and the majority of students are on-track to be at the expectations of the site's district. The researcher will maintain this framework with her students, and she will again

start Writer's Workshop as soon as possible in the school year, next year, also. This was a meaningful project to the researcher, as it helped to re-affirm the importance of prioritizing writing for students to develop early literacy skills.

Suggestions for Further Study

The researcher will continue to study writing practices for elementary students, and research effective methods for teaching writing in the kindergarten classroom. For further study, the researcher would like to look at other grade levels using similar formats, and compare the writing growth of those students, and it would be meaningful to conduct this project at other grade levels, with the developmentally appropriate modifications. This project could be replicated in similar settings in the district, especially the other full-day kindergarten classroom. The researcher will emphasize to her colleagues the importance of starting writing in the classroom immediately, because as this project demonstrated, students at the kindergarten level are fully capable of writing, and they can become confident writers, with encouragement, and a daily routine of writing.



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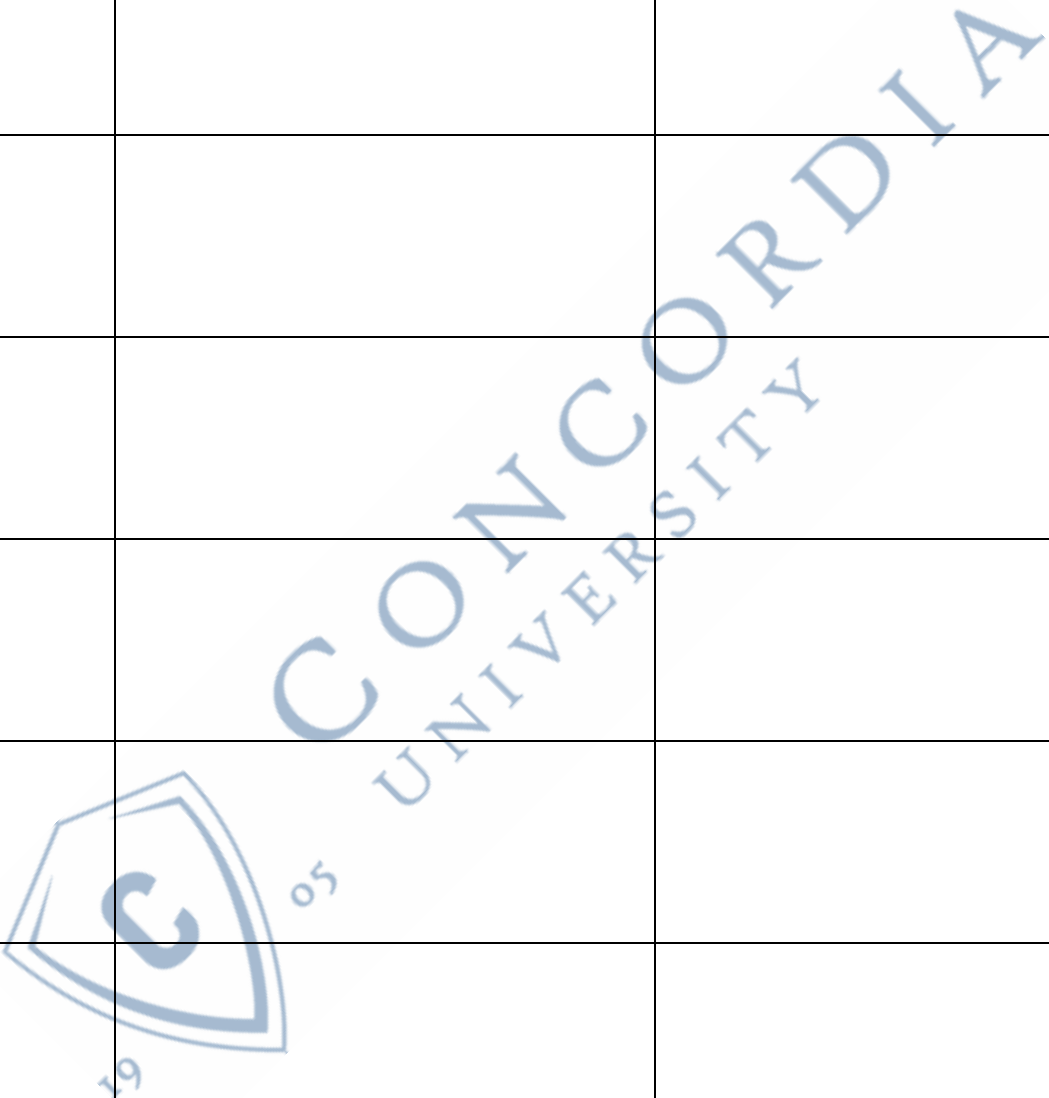
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Appendix 1

Writer's Workshop Log

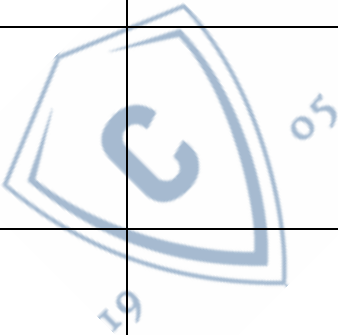
Date	Description of Activity/Lesson	Reflections



Appendix 2

Conferring Log

Date	Student	Observations/Notes	Teaching Points



Appendix 3

Beginning Writer's Continuum

1. Experimenting



I like apples.

Ideas

Uses pictures/scribbles for writing

Organization

Draws/scribbles/scrawls randomly on paper

Voice

Produces unclear work or it is like everyone else's

Word Choice

Uses pictures for words; student can read his/her writing

Sentence Fluency

Mimics letters and words on page

Conventions

Attempts spacing, left to right writing, and top to bottom placement



The information on this poster is from *What Can We Write* written by Carolyn Michalson and Peggy Warwick.

2. Emerging



I like apples.

Ideas

Represents detailed pictures by some recognizable letters and words

Organization

Begins to group orally and visually like words and pictures

Voice

Displays self-expression through unique pictures and letters

Word Choice

Uses environmental print and some letters to represent words

Sentence Fluency

Strings random letters together to imitate sentence structure

Conventions

Does not use letters to represent sound; beginning use of spacing and placement of words on paper



The information on this poster is from *Woe Can Write* written by Carolyn McMahon and Peggy Warrick.

3. Developing



I LIKAPL

I like apples.

Ideas

Supports writing with illustration; general idea is understandable

Organization

Represents sequence and events with words and pictures

Voice

Begins to express personal feeling through words and pictures

Word Choice

Repeats familiar words and phrases; uses frequently used words

Sentence Fluency

Uses simple sentence with beginning structure

Conventions

Uses developing phonemic awareness in initial and final consonant placement; random capitalization and punctuation



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The information on this poster is from *Wee Can Write*
written by Carolyn McMahon and Peggy Warwick.

4. Capable



I lick apples.

I like apples.

Ideas

Enhances writing with illustrations; details emerge about topic

Organization

Begins to highlight key ideas, with attempt at beginning and ending and sequencing

Voice

Writes to convey a story with individual/personal expression

Word Choice

Begins to use new, favorite, special descriptive words to create images

Sentence Fluency

Varies beginning and ending of sentences to create rhythm and flow of words

Conventions

Attempts to use writing conventions (spacing, capitalization, punctuation); readable spelling clearly evident and consistent



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The information on this poster is from *Wee Can Write*
written by Carolyn McMahon and Peggy Warwick.

5. Experienced



Apples

I like apples. I eat apples.

They are yummy.

I like apples.

Ideas

Uses focused topic with supporting details

Organization

Employs easy-to-follow sequence with clear beginning and end

Voice

Shows personality

Word Choice

Uses high-frequency and everyday words independently; writes using fresh, original words

Sentence Fluency

Uses correct sentence structure showing clear idea

Conventions

Uses consistent punctuation, capitals, and spacing



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The information on this poster is from *Woe Can Write*, written by Carolyn McMahon and Peggy Warrick.



Appendix 4

Consent Letter

September 2, 2009

Dear Parents,

Over the past two years I have been working on completing my Master's Degree in education through Concordia University. I am happy to report that I am almost finished! The final piece of my degree work is a research project that I must conduct this year.

The project that I have designed studies the implementation of Writer's Workshop to teach writing in the kindergarten classroom. The study does not require any change in instruction or teaching methods, but it will look at the effects of current practices. I will be observing students' progress and growth in writing, and I will also be interviewing students to assess the effectiveness of my teaching.

I am writing this letter to you to inform you of the study that I am working on, and to receive your permission to include your child in reporting the results of my study. Complete confidentiality will be maintained. Your child's name or identity will not be used in any place during the reporting of this study, and there are no potential risks to the students involved.

Please indicate your consent by completing and signing the form below. If you have any questions for me about this study, please do not hesitate to ask. You can reach me at 503-668-8020 or by email at johnsonj1@ortrail.k12.or.us.

Thank you,

Jenny Johnson

I give permission for my child _____ to participate in this research project from September 2009 to January of 2010. I understand that the study involves observation of students' writing and how writing can be effectively taught at the kindergarten level. I understand that there are no potential risks to my child. I understand that at no time during the study will my child's name be used in connection with the results. All personal data and results will be kept confidential. I understand that my child's participation is voluntary and that I am free to withdraw my child from the project at any time.

Parent's Signature

Date

Appendix 5

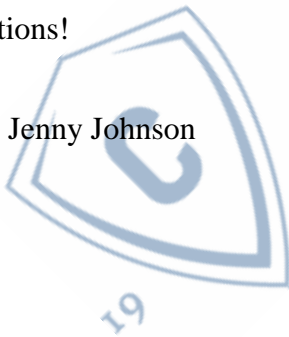
Volunteer and Assistant Resources

Thank you for helping during our Writer's Workshop time! Your support is very crucial to our children's writing development. While helping during Writer's Workshop, please encourage the children to remember the following:

- Write the whole time until the bells ring.
- Supplies are on the reading table, and if they need to add additional pages to a book, please help students to do this.
- Think about their ideas before beginning a new piece.
- Stretch out their words, using their alphabet charts and letter-sound knowledge. (Please do not spell out words for children, but please encourage them to record the sounds they hear when they say the words.)

I greatly appreciate your help during our writing time! Please let me know if you have any questions!

Miss Jenny Johnson



Appendix 6

Student Post-Survey

Student: _____

1. What do you do during Writer's Workshop?
2. How do you find your ideas to write about?
3. What is your favorite thing to write about?
4. Are you a writer?



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