THE IMPACT OF FIRST DRAFT WRITING INSTRUCTION
ON THE QUALITY OF NARRATIVE WRITING OF 2ND GRADE STUDENTS

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ABSTRACT

THE IMPACT OF FIRST DRAFT WRITING INSTRUCTION
ON THE QUALITY OF NARRATIVE WRITING OF 2ND GRADE STUDENTS

by Tameron M. Hough

According to the National Assessment of Educational Progress (Persky, Daane, & Jin, 2003), many children do not learn to write well enough to meet classroom writing demands; three out of every four fourth, eighth, and twelfth grade students were below grade-level proficiency. In fact, insufficient writing skill is a major contributor to lack of school success and is the largest source of referrals for special education (Robinson & Howell, 2008). Despite the importance of writing and students' difficulties in mastering the skill, there is limited research on the effectiveness of comprehensive writing instruction programs (Mason & Graham, 2008). The purpose of the current investigation was to develop and evaluate a comprehensive strategic writing program designed to impact the performance of early primary grade students on writing narratives. The current study addressed the following research questions: 1.) Does First Draft Writing Instruction (FDWI) increase students' number of words written and correct word sequences on CBM writing probes? 2.) Does FDWI improve the overall quality of students' writing? 3.) Does FDWI improve the quantity and quality of story elements included in students' writing?

The intervention program evaluated in this study was the First Draft Writing Instruction (FDWI) program. This program incorporates four types of writing instruction: brainstorming, planning, drafting, and revising. The FDWI program was developed based on the QuickWrite instruction (www.teachyourchildrenwell.com) created by Michael Maloney, founder of QLC educational services (www.teachyourchildrenwell.ca/About%20Us/History.htm) and author of *Teach Your Children Well* (Maloney & Somers, 1998).

The effects of FDWI on the quality of student writing were assessed through the use of a multiple-baseline design across participants with multiple probes in baseline only, a replication of the design used by Danoff, Harris, and Graham (1993). The lesson plans used to teach the FDWI program components were based on the work of Graham and Harris (2003) and included methods of direct instruction, modeling of target skills, and guided and independent practice. To evaluate the effectiveness of FDWI the examiner utilized Curriculum-Based Measurement (CBM) to assess the number of words written and correct word sequences, and writing probes to measure the overall quality of the students' writing as well as the quantity and quality of the story grammar elements included.

Participants were obtained through a screening of six general education second-grade classrooms. The screening determined if a student met the criteria for participation. Inclusion criteria involved: (1) student's writing sample on a curriculum-based writing measure falling in the 25th percentile on grade-level norms and (2) the student's teacher independently verifying that the child was a poor writer.

The present study demonstrated that the FDWI can improve the overall quality of student writing. Yet, the FDWI program appears to decrease student word production and correct sequencing of words.

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CHAPTER I

INTRODUCTION

Composing written language is a complicated process that requires the

coordination of several complex cognitive skills, including generating and organizing

ideas, developing a plan and putting it into action, and reviewing and revising what has

been written (Roth, 2000). Consequently, writing is a demanding task that many children

find difficult to master (Lienemann, Graham, Leader-Janssen, & Reid, 2006; Graham &

Harris, 2005a). According to the National Assessment of Educational Progress (Persky,

Daane, & Jin, 2003), many children do not learn to write well enough to meet classroom

writing demands; three out of every four fourth, eighth, and twelfth grade students are

below grade-level proficiency. Additionally, students who do not learn to write well are

at a disadvantage as assessment of student knowledge in content areas most often

involves writing (Lieneman, Graham, Leader-Janssen, & Reid, 2006). Weaker writers

are less likely than their more skilled classmates to use writing to support and extend

learning in content classrooms (Cutler & Graham, 2008). In fact, insufficient writing

skill is a major contributor to lack of school success and is the largest source of referrals

for special education (Robinson & Howell, 2008).

Concerns about writing are not limited to elementary and secondary schools.

Writing is a required skill for both college entrance and employment. For example, the

writing portion of the SAT is now a deciding component to college entrance (Rogers &

Graham, 2008); students who lack proficient writing skills have a reduced chance of

attending college because writing is used to evaluate many applicants' qualifications.

Yet, college instructors estimate that 50% of high school graduates are not prepared for

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college-level writing demands (Rogers & Graham, 2008). Writing is so fundamental to businesses that they spend $3.1 billion annually on writing remediation (Graham & Perin, 20007a). Furthermore, adults who do not write well may not be able to participate fully in civic life, because e-mail and text messaging have progressively replaced the telephone as a primary means for communication (Rogers & Graham, 2008).

The National Commission on Writing (NCW, 2003) recommended that writing become a central focus of school reform efforts. The NCW's efforts have convinced the general public and policymakers of the importance of writing (see also NCW, 2004, 2005) as well as the need to take action now. The success of reform efforts in writing, however, depends in large part on the application of instructional practices that are effective in enhancing writing development. The identification of effective instructional practices for young beginning writers, particularly students at risk for writing difficulties, is especially critical. Addressing these children's writing problems early in the educational process is advantageous for two reasons. First waiting until later grades to remediate writing problems that most likely developed during early primary education has not been very successful (Slavin, Karweit, & Madden, 1989). Second, early intervention should help to maximize the writing development of young at-risk writers, minimizing the number of students who develop long-term difficulties with writing (Lieneman, Graham, Leader-Janssen, & Reid, 2006).

The Writing Process of a Skilled Writer

Writing is a mindful and self-directed activity, involving the systematic use of a variety of mental operations and skills that accomplish the writer's goals as well as meet the needs of the reader. In fact, skilled writing does "not simply unfold automatically and effortlessly in the manner of a well learned motor skill… writing anything but the most routine and brief pieces is the mental equivalent of digging ditches" (Kellogg, 1993, p. 17). Skilled writers approach their writing with a high degree of self-regulation, cognitive effort, and attentional control (Graham & Harris, 2003). Skilled writers selectively apply a vast array of strategies to every writing experience (Pressley, 1995). They possess and effectively use a variety of cognitive strategies for planning and reviewing, as well as techniques for self-regulating (Flower & Hayes, 1981; Graham, Harris, & Troia, 1998) Skilled writers use strategies for deciding what to include or leave out of their text, for creating text that meets the needs of the reader, for effectively editing and revising, and for continuing to write until the text is finished (Butterfield, Hacker, & Albertson, 1996).

The Unskilled Writer

Unlike skilled writers, unskilled writers have difficulty attaining, utilizing, and managing the strategies used by skilled writers (De Le Paz, Swanson, & Graham, 1998; Graham & Harris, 2000; Zimmerman & Reisemberg, 1997). Unskilled writers typically plan as they write. They recall from memory any information that is somewhat relevant, write it down, and use each preceding idea to encourage the production of the next idea. With this retrieve-and-write approach, unskilled writers give little consideration to the

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development of goals, the organization of the text, or the needs of the reader (Graham & Harris, 2000). Specifically, students with writing difficulties tend to demonstrate:

- Incomplete knowledge of what characterizes good writing, such as leaving out basic story elements (Graham & Harris, 1989, 1996, 2000)
- Ineffective writing approaches, such as "knowledge-telling," in which the writer writes down all information that is perceived to be somewhat related to a topic (Thomas, Englert, & Gregg, 1987; Graham & Harris, 2000)
- A lack of advanced planning (Graham & Harris 1996; MacArthur & Graham, 1987)
- Difficulty generating content, such as creating extremely short stories with very little detail (Graham, Harris, MacArthur, & Schwartz, 1991)
- Inconsequential revisions, such as correcting spelling and rewriting a paper to make it neater (Graham, MacArthur, & Schwartz, 1995; Graham, Harris, MacArthur, & Schwartz, 1991)

Possible Reasons Students Are Not Writing Well

Reading and mathematics have received substantial attention in recent efforts to improve schooling in the United States; for instance, the No Child Left Behind Act of 2001 focused considerable attention and effort on improving students' skills in each of these areas. However, the No Child Left Behind Act of 2001 placed very little emphasis on improving students' writing skills and efforts to improve the writing skills of students have been "virtually nonexistent in the school reform efforts in this nation." (Cutler & Graham, 2008, p. 907) The National Commission on Writing (2006) charged that in American classrooms writing is the most neglected of the three *Rs*; elementary students spend less than 3 hours a week engaged in writing assignments and almost 40% of twelfth graders stated that they were rarely required to write a paper that was more than three pages in length (Robinson & Howell, 2008).

Research suggests that writing is especially neglected in the early primary grades. In fact, there is growing consensus that schools are waiting until later grades to address writing problems that have their origin in earlier grades (Robinson & Howell, 2008; Cutler & Graham, 2008; Slavin, Madden, & Karweit, 1989). Therefore, it is possible that a lack of effective writing instruction in early primary grades may be contributing to the poor writing performance of our students. Further, it has been suggested that if students were provided with effective writing instruction in early elementary grades, students would receive more instructional time as well as more opportunities for guided and/or independent practice, which may in turn prevent the development of writing difficulties (Graham & Perin, 2007a; Bui, Schumaker, & Deshler, 2006).

Also, it is possible that students are not proficient writers because written expression is difficult to teach. Written expression is the most complex form of communication, and in order for students to become successful in written expression they need structured, sequenced instruction (Alber-Morgan, Hessler, & Konard, 2007). Research suggests that a major reason for students' lack of achievement in writing is because the instruction they receive involves an uneven, undefined process to writing (Pritchard & Honeycutt, 2007). As with any skill, good instruction is the best prevention of difficulties; yet, in a national survey of primary grade teachers, Cutler and Graham (2008) found that writing instruction in the primary grades was a home grown product. Sixty-five percent of teachers reported that they did not use a commercial program to teach writing, handwriting, spelling, or any other aspect of writing; the other 35% of the teachers listed 137 different programs they used. Of the 137 programs used, the most common (45%) were designed to teach either handwriting or spelling.

Currently, writing instruction mainly emphasizes the explicit and systematic teaching of handwriting, spelling, sentence construction, and so forth, with instruction on the writing process receiving more or less attention depending upon the teacher (Cutler & Graham, 2008). Teachers have a tendency to expect children to develop writing skills naturally over time with repeated practice and guidance (Danoff, Harris, & Graham, 1993). The teaching of writing skills and strategies is often only provided when the need arises; even though research from the past 30 years (De La Paz, 2007) has validated cognitive strategy instruction as the most effective instruction for increasing the number of basic genre elements, productivity, and quality of writing (Graham & Perin, 2006, 2007b; Rogers & Graham, 2008). Danoff, Harris, and Graham (1993) found that students demonstrated significant improvement in their writing over a relatively short period of time when they were provided with explicit strategic instruction; however, when students were provided with a process approach to writing instruction significant improvements were demonstrated only after a significantly longer period of time.

Cognitive Strategy Instruction

A *strategy* can be generically defined as a set of actions that a person consciously initiates to accomplish a desired goal (Alexander, Graham, & Harris, 1998), and *strategy instruction* has been shown to be an effective instructional technique in a variety of academic areas (Swanson, Hoskyn, & Lee, 1999). *Cognitive strategy instruction* typically includes (a) teachers routinely providing think aloud demonstrations; (b) instruction that is initially teacher-directed with gradual fading of instructional scaffolds; (c) students working collaboratively and then independently to master target strategies;

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and, (d) responsibility for regulating the use of strategies transfers from the teacher to the students (De La Paz, 2007). Researchers have shown that cognitive strategy instruction has multiple benefits for diverse populations of students, including elementary school-aged children (e.g., Harris, Graham, & Mason, 2006), college-aged adults (e.g., Day, 1986), students with and without learning disabilities (e.g., Danoff, Harris, & Graham, 1993), and those who are gifted (e.g., Albertson & Billingsley, 2001). Cognitive strategy instruction also has been applied to a wide range of academic content areas, including reading (e.g., Mason, 2004), writing (e.g., Englert et al, 1991), mathematics (e.g., Montague, 1997), and social studies (e.g., De La Paz, 2005).

Cognitive strategy instructions are especially beneficial within the context of writing. First, they help simplify and organize the complex writing process such as planning, generating, and revising text. Second, they identify a course of action for successfully completing all, or part, of a writing assignment. Third, strategy instruction makes the abstract procedures that occur during planning, drafting, evaluating, and revising visible and concrete (De La Paz, 2007).

Strategy instruction within the context of writing typically involves teaching the stages of the writing process: planning, drafting, revising, editing, and publishing (Graham & Perin, 2007b). In the planning stage students plan and organize for their writing (e.g., brainstorming and creating graphic organizers). During the drafting stage, students create drafts of their writing pieces. In the revising stage, teachers encourage their student writers to make substantial improvements to their piece. A growing body of research has demonstrated the effectiveness of strategy instruction in teaching the writing process. For example, using systematic reviews of writing intervention research, De La

Paz (2007) established that cognitive strategy instruction programs have "consistently been found effective in promoting impressive gains" (p. 262) in students' writing performance, regardless of the student's academic functioning or grade level (e.g., Gersten & Baker, 2001; Bui, Schumaker, & Deshler, 2006; Swanson, 2001). In addition, when comparing strategy instruction to whole language writing programs, results found strategy instruction superior (Graham et al., 2005; Harris et al., 2006). When Graham and Perin (2007a) compared strategy instruction, word processing, teacher sets product goals, and collaborative writing they found strategy instruction to be the most effective type of writing instruction. Strategy instruction was especially powerful with struggling writers and effective with adolescents in general.

Components of Cognitive Strategy Instruction

Although the positive impact of cognitive strategy instruction has been well documented (Gersten & Baker, 2001; Graham, 2006; Swanson, 2001), researchers in only a dozen studies have attempted to separate the effects of one or more strategy instructional components (De La Paz, 2007) with the primary focus on self-regulation, goal-setting, planning, drafting, and revising. In regard to self-regulation strategies (e.g., self-instructions, self-monitoring) findings suggest they do not significantly impact the writing performance of students (De La Paz, 2007; Graham & Harris 1989b; Sawyer, Graham, & Harris, 1992). Planning and drafting strategies, on the other hand, have demonstrated a significant positive impact on increasing productivity and the number of basic genre components and improving the quality of writing. These effects maintained over time. (Graham & Perin, 2007b, 2006; Rogers & Graham, 2008; Troia & Graham,

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2002) Goal-setting, which typically involves the teacher setting a goal for how much students are to write with the students monitoring their success in meeting the goal, has demonstrated large to moderate effects on increasing writing productivity in struggling and non-struggling students (Page-Voth & Graham, 1999; Ferretti, MacArthur, & Dowdy, 2000). Teaching revising strategies to writers has resulted in large to moderate impacts on decreasing errors (McNaughton, Hughes, & Ofiesh, 1997; Rogers & Graham, 2008) as well as increasing the quality of written work (De La Paz, Swanson, & Graham, 1998; Graham & MacArthur, 1988; McCutchen, Francis, & Kerr, 1997). While the majority of research examining the effectiveness of teaching the specific components of strategic instruction involves the components mentioned above, a review of existing research suggests that the modeling of strategies plays a significant role in the effectiveness of cognitive strategy instruction (De La Paz, 2007).

<div align="center">Writing Interventions</div>

Despite research on effective components of strategy writing instruction, very few writing interventions have been developed and empirically supported (Bui, Schumaker, & Deshler, 2006). Of the small number of cognitive strategy writing interventions that focus primarily on teaching students the writing process, most are supported with fewer than three studies (MacArthur, 2007). For example, one program is the Demand Writing Instruction Model (DWIM), developed by Bui, Schumaker, and Deshler (2006). The DWIM program was developed as a comprehensive strategic writing program on writing personal narratives for inclusive general education classes and was designed to impact student performance for those with and without LD. DWIM program includes instruction

in Six Traits of Writing, use of a planning sheet, narrative text structure, sentence, paragraph, and theme writing, and error monitoring. The results of Bui, Schumaker, and Deshler's (2006) research demonstrated significant gains on several writing measures (e.g., proportion of complete and complicated sentences; paragraph, theme, and text structure scores; length of essay, knowledge of writing score) for students with and without learning disabilities. However, further research on the DWIM program was not found.

Unlike the DWIM program, a great deal of research has examined the effectiveness of the Self-Regulated Strategy Development (SRSD) model (Santangelo, Harris, & Graham, 2008; Graham & Harris, 2003, 2006; Graham & Perin, 2006). SRSD is a flexible instructional model that provides students with explicit instruction on planning, drafting, and revising strategies (Graham & Harris, 2005). SRSD instruction involves developing students' background knowledge of the writing process and teacher modeling and think-alouds for every strategy (Santangelo et al., 2008). However, the majority of the research using the SRSD model focused on upper primary through high school. Only one research article found involved early primary students (second-graders) (Lienemann, Graham, Leader-Janssen, & Reid, 2006).

Current Investigation

The purpose of the current investigation is to develop and evaluate a comprehensive strategic writing program designed to impact the performance of early primary grade students on writing narratives. Despite the importance of writing and students' difficulties in mastering the skill, there is limited research on the effectiveness

of comprehensive writing instruction programs (Mason & Graham, 2008). In fact, research in the academic domains of reading and mathematics is considerably more established than in the domain of written expression (Graham & Perin, 2006). Furthering research on writing instruction in earlier primary grades is needed because the majority of current research focuses on fourth through twelfth grade (e.g., Bui, Schumaker, & Deshler, 2006; Englert et al., 1991; Danoff et al., 1993; De La Paz, 2001). Yet, as mentioned previously, there is a growing consensus that many of the writing difficulties students experience originated from earlier primary grades (Slavin, Madden, & Karweit, 1989).

The intervention program to be evaluated in this study is the First Draft Writing Instruction (FDWI) program. FDWI was created for this study by the investigator. This program incorporates four types of writing instruction: brainstorming, planning, drafting, and revising. The FDWI program is based on the QuickWrite instruction (www.teachyourchildrenwell.com) created by Michael Maloney, founder of QLC educational services (www.teachyourchildrenwell.ca/About%20Us/History.htm) and author of *Teach Your Children Well* (Maloney & Somers, 1998). QuickWrite instruction has five distinct phases, and takes less than 10 minutes to complete once the students become familiar with it. Phases One (brainstorming) and Two (planning) take exactly one minute each; Phase Three (drafting) takes 5 minutes, and Phase Four (revising) one minute. Phase Five (final draft) can vary depending on available time or can become a homework assignment. The phases occur in succession as quickly as possible. The objective is to complete the entire task in 10 minutes or less. For a detailed description of

the QuickWrite program see

http://www.teachyourchildrenwell.ca/Freebies/QuickWrite/lessons.html. The purpose of

QuickWrite is to encourage students to think about the content of their writing before

they begin crafting their stories. QuickWrite involves cognitive strategies that research

has found effective in teaching the writing process; however, at this time the

effectiveness of the QuickWrite program has not been researched. FDWI differs from

QuickWrite in that it only covers the first four phases of QuickWrite. This modification

was made because in school final drafting is frequently a process separate from the

process of rough drafting. FDWI also differs in the amount of time provided for each of

the four phases covered. FDWI allows 2 minutes for brainstorming, 1 minute for

planning, 6 minutes for drafting, and 3 minutes for revising; these modifications were

made to ensure that students are provided with enough time at each phase to do a

thorough job. Currently, there are no data available regarding the benefits of using a

timed writing process approach.

The lesson plans used to teach the FDWI program components were based on the

work of Graham and Harris (2003) and included methods of direct instruction, modeling

of target skills, and guided and independent practice. To evaluate the effectiveness of

FDWI Curriculum-Based Measurement (CBM) were used to assess the number of words

written and correct word sequences, and writing probes were used to measure the overall

quality of the students' writing as well as the quantity and quality of the story grammar

elements included.

The current study addressed the following research questions:

1.   Does FDWI increase students' number of words written and correct word sequences on CBM writing probes?

2.   Does FDWI improve the overall the quality of students' writing?

3.   Does FDWI improve the quantity and quality of story elements included in students' writing?

Based on past research investigating cognitive strategy instruction, the examiner hypothesized that the quality and quantity of student writing would increase after the completion of the FDWI program.

CHAPTER II

METHOD

Design

The effects of FDWI on the quality of student writing were assessed through the use of a multiple-baseline design across participants with multiple probes in baseline only, a replication of the design used by Danoff, Harris, and Graham (1993). When using multiple probes, baseline data are not collected on a continuous basis, but rather are measured over time prior to the introduction of the intervention. All students were administered an initial baseline probe, and a subsequent baseline probe was administered for the remaining non-instructed students each time the instructed students were probed during intervention. To obtain an adequate baseline, a minimum of three writing probes were administered to each student prior to instruction. For each student, data were collected during specific points throughout the intervention: following baseline, after meeting the criterion for lesson three and after meeting the criterion for lesson five (Figure 1 for schedule of assessment probes).

Requirements of demonstrating experimental control with a multiple-probe design are identical to those required with multiple-baseline designs. That is, if student writing skills remains at or near baseline levels across intermittently conducted writing probes, and the student's writing improves only after FDWI has been applied, a functional relationship between FDWI and improved writing skills have been demonstrated.

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Participants

Participants were obtained through a screening of three general education second-grade classrooms in a kindergarten through second-grade elementary school. The screening determined if a student meet criteria for participation. Inclusion criteria were: (1) student's writing sample on a 3 minute curriculum-based writing measure fell at or below the 25th percentile when compared to grade-level norms. (2) The student's teacher independently verified that the child was a poor writer. Specifically, the six second-grade teachers were asked to create a list of the five students in their classroom who were struggling the most in written expression. (3) The student could not be receiving special education services for writing.

Participants were six second-grade students at a rural Midwestern kindergarten through second-grade elementary. Jared was an 8-year-old Caucasian male who was receiving special education services for speech and language services. Jared received no other special education services. Jacob was an 8-year-old Caucasian male who in the past had received Title I general-education support for reading. Grace was an 8-year-old Caucasian female who was receiving special education services for speech and language. Grace received no other special education services. Abby, Ava, and Catie were 7-year-old Caucasian females who had not received special education support.

A letter (Appendix G) and an informed consent form (Appendix H) were sent home with all students who qualified to participate. Participants were general education students from a rural Midwestern elementary school.

Dependent Variables

Holistic Rating Scale

A holistic rating scale (Appendix A) was used to assess the overall quality of the student's writing. The compositions are scored using a scale of 0 to 7. A score of 0 was given when a student produced no composition. A score of 1 represented the lowest quality of writing and 7 represented the highest quality. Raters were provided with a representative paper for a low (2), middle (4), and high (6) holistic score, which they used to help score the students' stories. These anchor points were developed in prior investigations (Graham et al., 2005b; Harris et al., 2006) to depict the range of writing performance in second-grade classes. In these studies, students in second-grade classrooms wrote stories in response to a line drawing. Two former primary-grade teachers were then asked to select the best, average, and poorest quality stories on the basis of the scoring criteria listed above. This process continued until the teachers were able to select a single composition for each level of quality. The current study replicated the process, but rather than using former primary-grade teachers, two second-grade classroom teachers determined the best, average, and poorest quality stories. Inter-scorer reliability using Spearman's rank order correlation formula between one pair of raters rating 120 papers using a holistic scale was .83 (Johnson, Penny, & Gordon, 2001), which is a typical correlation for inter-scorer reliability on holistic writing scales. Although a correlation coefficient of .85 is considered the minimum requirement for an assessment to be considered reliable, holistic rating scales are considered the most effective procedure for scoring writing quality (Graham & Perin, 2006). An inter-scorer reliability of .83 for holistic rating scales was considered acceptable in this study because

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rating scales are more subjective than standardized, norm-reference tests, making reliability harder to obtain, and other more reliable assessments were used to assess student writing. No data regarding the reliability of holistic rating scales involving second-grade participants were found.

Two different second-grade teachers, who were unfamiliar with the purpose and the design of this study, rated student writing probes using the holistic rating scale. Prior to rating writing probes the raters were given a sample of a best, average, and poorest quality story. They were then given another sample writing probe, taken from the papers rated by the two previously mentioned teachers. If the raters scored the writing sample within one point in either direction of the teacher's rating, the raters were then given another sample to score. If the raters did not score a sample within one point of the teacher's rating, the investigator and the rater reviewed the writing sample and compared it to the examples given. After discussing why the score should have been different, the rater was given another writing sample to score. After the raters were able to score five consecutive writing samples within one point of the teacher's rating, they were considered to have met criterion for scoring student writing probes.

The probes given during the screening of three general education second-grade classrooms were used to train raters. Inter-rater reliability between the two raters was .82. Inter-rater reliability for all dependent variables was calculated as follows: for each probe the smaller score was divided by the larger score and multiplied by 100. The percentages were then averaged across all probes. This is a common formula for determining the inter-rater reliability of two raters (Araujo & Born, 1985; Shinn, Good, Knutson, Tilly, & Collins, 1992; Barton-Arwood, Wehby, & Falk, 2005)

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Story Grammar Element Rating Scale

A Story Grammar Element Rating Scale (Appendix B) was used to assess the inclusion and quality of the parts of each writing probe. The writing probes were scored using a modified version of the Grammar Element Rating Scale on *The Access Center* website (http://www.k8accesscenter.org/writing/storygrammar.asp). This scale includes the following story elements: main character, locale, time, initiating event, goals, attempts, direct consequences, reactions, title, and dialogue. The title of the story elements found on *The Access Center* website were modified to align with the element titles the participants were familiar. For example, the element of *main character* from the grammar element rating scale on *The Access Center* website was relabeled *who* because that was the element title the second-grade participants were familiar with. For each element, a score of 0 is given if the element is not present, a score of 1 if the element is present, and a score of 2 if the element is elaborated. In the current investigation, the only story elements to be covered during instruction for the intervention phase were: *who (main character), where (locale), when (time), and what (initiating event, goals, attempts, direct consequences, reactions)* (three times). Thus, the students were scored on only these story elements. The highest score possible was 12.

There is evidence in support of the reliability of story grammar scales in research similar to the current study. Danoff, Harris, and Graham (1993) found the inter-scorer reliability between two independent scorers for the total story grammar element score of .97. Inter-scorer reliability for the inclusion of individual elements was as follows: character (.82), locale (.83), initiating event (.76), goal (.94), ending (.77), and reaction (.87). The methods used in the current study were based on the work of Danoff et al.

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(1993). It was expected that the results of the current study would yield similar results. However, the participants in Danoff et al. (1993) were fourth- and fifth-grade students. No reliability data were found second-grade participants.

Two second-grade teachers, who were unfamiliar with the purpose and the design of this study, rated student writing probes using the Story Grammar Element Rating Scale. Prior to rating writing probes, the raters were given a copy of the Story Grammar Element Rating Scale (Appendix B). The student investigator discussed with the raters what type of information would warrant a score of 0, 1, or 2 for each element. The writing samples were created by the investigator in conjunction with a teacher who had been teaching second-grade for 10 years. They were then given writing samples created to evoke specific scores for each element. If the raters did not score a sample within one point of the score the writing sample was expected to evoke, the investigator and the rater reviewed the writing sample and compared it to the examples given. After discussing why the score should have been different, the rater was given another writing sample to score. After the raters were able to score five consecutive writing samples within one point of the teacher's rating, they were considered to have met criterion for scoring student writing probes. Inter-rater reliability for the two raters was .90.

Curriculum-based Measurement (CBM)

CBM total number of words written (TWW) and the number of correct word sequences (CWS) were used to assess student progress and the effects of FDWI on TWW and CWS. Although CBM measures are typically 3-minute writing samples, the 12-minute writing assessments given during baseline and intervention were used to calculate

TWW and CWS. This modification was made to allow student to complete the FDWI in its entirety.

In a study with participants in first- through fifth-grade (n= 28) the internal consistency correlation for both TWW and CWS was .87 (Marston & Deno, 1981). In the same study inter-scorer reliability between two independent scorers was .98 for TWW and .99 for CWS. In a study with participants in second- through fifth-grade criterion-related validity between CBM-WE TWW and CWS and the Test of Written Language (Hamill & Larsen, 1978) was .85 for TWW and .87 for CWS (Deno, 1985). No data on the test-retest reliability of the CBM-WE were found.

TWW was derived by counting the total number of words written in a 12-minute writing probe. Misspelled words are included in the tally, but numbers written in numeral form (e.g., 5, 7) are not. To obtain the CWS the scorer starts at the beginning of a writing sample and looks at each successive pair of word pairs (writing sequences). Words and essential punctuation marks are considered separate writing units. To receive credit, writing sequences must be correctly spelled and grammatically correct. The words in each writing sequence also must make sense within the context of the sentence.

Two school psychologists, unfamiliar with the purpose and design of this study, scored the CBM-WE writing probes. No training was needed because both psychologists were previously trained to score CBM-WE TWW and CWS. Both school psychologists had practiced scoring TWW by collecting school-wide writing samples. Both scorers were given the CBM-WE administration and scoring handout available at www.interventioncentral.com prior to scoring participants' writing. Inter-rater reliability between the two raters was .96 for TWW and .89 for CWS

Independent Variables

Lesson Plans

Seven written expression lesson plans (Appendix C) using cognitive strategy procedures were created; one lesson to teach the common parts of a story (*who, where, when, what*); three lessons to teach each of the phases of the FDWI program; and three lessons to practice the FDWI process as a whole. The lessons were taught by the investigator. The teaching routine used in this study implemented a variety of components considered essential to effective strategy instruction (Graham, Harris, & Troia, 1998), including teacher description and modeling of the targeted skills; individually tailored support that was faded as the student moved toward independent use of the skill; and, explanations as to how the skill would improve their writing. The current study used a lesson plan format similar to three previous investigations (Danoff, Harris, & Graham, 1993; Graham & Harris, 1989; Sawyer, et al., 1992). The lesson plan formats for these three studies were based on the Self-Regulated Strategy Development model. The format for all lesson plans in the current study included:

- *Initial conference.* Instruction began with a discussion of the purpose of the target skill to being taught.
- *Discussion of the target skill.* Next, the investigator introduced the skill to be learned.
- *Modeling.* The investigator shares a story idea with the student that she has been thinking about, and models, while "thinking aloud," how to use the targeted skill to develop the story.
- *Collaborative practice.* After modeling, the investigator and student work collaboratively on the targeted skill, with the goal of shifting responsibility for applying the skill directly to the student.
- *Independent performance.* At the end of each lesson the student is asked to perform the targeted skill independently.

Progression through the lesson plans was criterion-based rather than time-based.
Students had to meet the minimum criterion listed below before proceeding to the next
lesson.

- Lesson One: Including all required parts of a story. *Who, Where, When, and What*
  - Criterion – when given a story student is able to independently pull out the *who, where, when, and three whats* with 100% accuracy.
- Lesson Two: Brainstorming
  - Criterion – when given a brainstorming worksheet (see Appendix D) student is able to independently complete the worksheet within 2 minutes with 100% accuracy.
- Lesson Three: Planning and drafting
  - Criterion – when given 4 randomly ordered sentences student is able to correctly order sentences and write a story within 7 minutes with 100% accuracy.
- Lesson Four: Revising
  - Criterion – when given a story with five nouns student is independently able to identify all five nouns and add at least one detail to each.
- Lessons Five through Seven: Practicing FDWI program
  - Criterion – when provided with the 12 minute FDWI program, student is observed doing the following:
    Minutes 1 and 2: completing brainstorming worksheet.
    Minute 3: ordering (i.e., numbering) ideas from worksheet
    Minutes 4 – 9: composing a writing sample
    Minutes 10 – 12: circling nouns and adding one detail to each

Procedure

After parental consent was obtained, student assent was also obtained during the
initial meeting with the examiner (i.e., prior to beginning the first lesson plan).
Following obtained consent and assent, each participant was assigned a fictitious name
that was used for all writing probes. Fictitious names were not used on worksheets
completed during instruction. Fictitious names were kept in the investigator's office.
The investigator was the only person with both identifying information and code names.

Parents were asked to complete a demographic information sheet that contained only the assigned code names as identifying information (Appendix E). Parental items included language spoken at home and concerns about their child's writing abilities. Student items included date of birth, ethnicity, whether they received help with written expression outside of school, and whether they received special services at school.

All instruction, as well as progress monitoring, took place in a quiet office in the elementary school. The instruction and progress monitoring was provided one-on-one by the investigator. During the intervention students sat next to the instructor at a table sized for young students. During progress monitoring assessments, students sat across from the instructor at the same youth-sized table. No more than one assessment was administered each day.

Measure of Dependent Variables

For baseline, post-intervention, and maintenance writing probes, students were asked to write a story in response to a writing prompt. The examiner said specifically to the student: "I am going to show you a drawing. Once I show you the drawing you will have 10 minutes to write a story about the drawing. Remember to think about what you want to include in your story before you start writing. Please write the best story possible." All writing prompts involved line drawings depicting children or animals involved in an activity. Writing prompts were selected from a wordless picture book used to develop language skills in young students. Wordless pictures used as writing prompts is common practice in schools and in research (Graham & Harris, 1989; Danoff, Harris, & Graham, 1993; Glaser & Brunstein, 2007). As in previous studies, the current

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study ordered the prompts randomly with each student receiving the story prompts in the same order to control for possible differences across prompts. Writing probes were administered by the investigator.

Prior to scoring, all writing probes were typed and corrected for spelling. Identifying information was removed and replaced with fictitious names. All writing probes were independently scored by two school psychologist naïve to the purpose and design of the investigation

Possible factors influencing the value of the dependent variables included the difficulty of the picture presented in the writing probe and order in which the probes were presented. To avoid these confounding factors the students' teachers selected pictures that would be interesting to second-grade students, easy to write about, and similar in nature (e.g., showed only one character); the probes were placed in random order prior to collecting data and administered to each student in the same order.

Measure of Independent Variable

To ensure treatment adherence to the experimental design, an independent observer observed half of the lessons completed with each student. The independent observer completed a checklist (Appendix F) to verify that each step of the lesson was completed as described above. The independent observer was the special education director in the participants' school district. Data from the checklists completed by the independent observer showed that 100 percent of the steps of each lesson observed were completed as described. To ensure treatment integrity the investigator completed a checklist (Appendix F) for each lesson. Each step was checked as it was completed.

Instruction was delivered to students individually by the student investigator three to five days per week. Instruction lasted approximately 20 to 30 minutes for each participant. The number of lessons received varied per participant depending on the number of opportunities needed to meet the criterion for each lesson. Eight to 12 sessions, over a period of three weeks, were required to learn the FDWI program.

The examiner used a scripted lesson plan for each of the six lessons (Appendix C). The lesson plan contained detailed directions on activities to complete as well as a script for the lesson. During instruction, all student errors were followed by the investigator modeling the correct target skill, and the student repeating the task. This procedure was repeated until the student mastered the target skill. Student learning was monitored throughout the intervention. Students had to meet criterion for each lesson at least twice. For example, a participant who met criterion for lesson one during the first session had to meet criterion for lesson one again during session two.

As mentioned above progression through lesson plans was criterion-based. Students were allowed to work at their own pace and did not proceed to the next lesson until initial criteria for doing so were met. Lesson plans were repeated as necessary.

At two different points during instruction, a writing probe was administered to determine if improvements in students' writing performance had occurred. One probe was administered after meeting the criteria for lesson three. The second probe was administered after the criterion was met for lesson five. Finally, a series of three writing probes was administered after students met the criterion for lesson seven.

For those students who completed the intervention, writing probes were administered at approximately 2 weeks and 4 weeks after the completion of the intervention.

CHAPTER III

RESULTS

Student's average scores on the writing probes administered during each phase of the study are presented in Table 1. In addition, Figure 1 presents the overall quality of student writing, and Figure 2 summarizes the quantity and quality of the story elements included in the students' writing. Figure 3 shows the number of words written in each writing assessment. Figure 4 presents the correct word sequences in each writing assessment.

Holistic Rating Scale

The writing quality of all students increased over baseline (Table 1 and Figure 1). On average, the students achieved a score of 3.7 at baseline with individual scores ranging from 2.6 to 4.6. Receiving FDWI component instruction improved student scores to an average of 5.2 with individual average scores ranging from 3.5 to 7.0. The FDWI practice phase increased the students' average score slightly, 5.5, with individual average scores ranging from 4.8 to 6.3. Moreover, the gains made in the overall quality of the students' writing were maintained. During the maintenance phase (i.e., 2- and 4- weeks after completing the FDWI intervention), the students achieved an average score of 5.9 with individual average scores ranging from 5.5 to 7.0.

As demonstrated in Figure 1, no one FDWI phase impacted student performance more than another. While half of the students made their greatest gains during the instruction phase of the study (Jared, Grace, Ava), the other half made their greatest gains

during the practice phase of the study (Jacob, Abby, Catie). Further, Ava and Grace

continued to make gains during the maintenance phase.

Table 1. *Students' Average Scores during Each Experimental Condition*

| Students	Baseline*	FDWI* Instruction	FDWI* Practice	Maintenance* (M1 &M2 Combined)
Pair 1				
Jared				
Holistic Rating	4.0	5.6	5.0	5.5
Story Element Rating	5.0	7.0	8.0	9.8
TWW	48.0	62.8	43.0	56.0
CWS	41.0	41.8	34.0	41.0
Jacob				
Holistic Rating	4.0	5.5	6.2	6.3
Story Element Rating	4.7	6.5	11.7	10.3
TWW	47.7	41.5	49.5	42.5
CWS	31.7	25.5	25.2	21.0
Pair 2				
Grace				
Holistic Rating	3.1	5.5	5.1	5.1
Story Element Rating	5.2	7.5	7.7	9.0
TWW	79.4	70.0	46.0	43.0
CWS	60.3	45.5	31.0	28.0
Abby				
Holistic Rating	3.9	4.0	4.8	6.0
Story Element Rating	5.4	7.3	8.7	8.0
TWW	53.4	40.0	39.7	52.5
CWS	44.4	27.5	23.7	40.5
Pair 3				
Ava				
Holistic Rating	4.6	7.0	6.3	7.0
Story Element Rating	6.4	9.5	8.8	10.0
TWW	70.6	69.0	68.3	68.0
CWS	37.4	38.0	39.0	29.5
Catie				
Holistic Rating	2.6	3.5	5.5	5.5
Story Element Rating	3.5	4.8	6.3	6.0
TWW	77.7	78.8	75.7	73.0
CWS	50.1	47.5	45.7	41.0

*Mean Scores
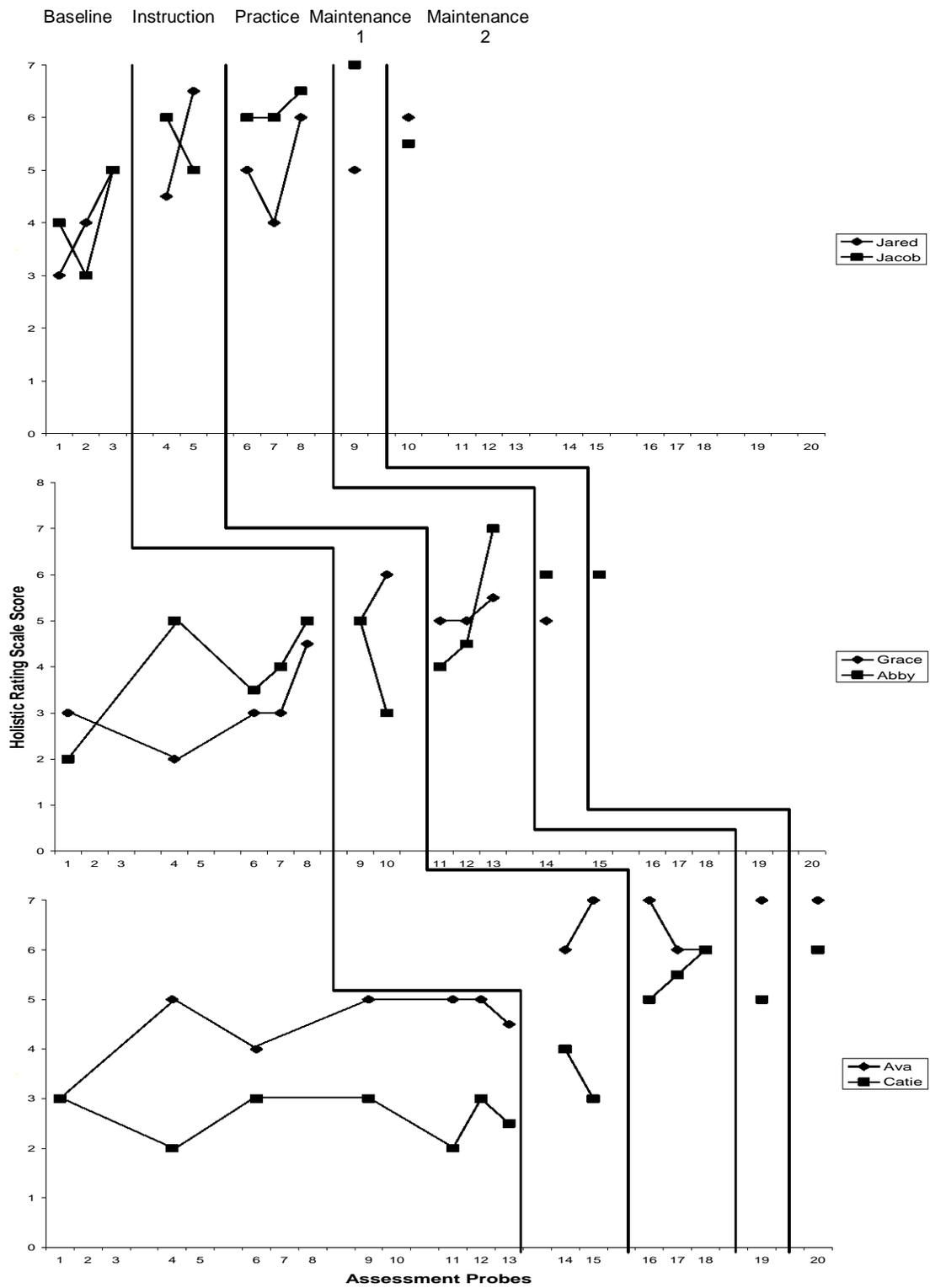
Figure 1. Overall Quality of Student Writing

Story Grammar Element Rating Scale

As reported in Table 1 and Figure 2, all students increased the number and quality of story elements they included in their writing. On average, the students achieved a score of 5.0 at baseline with individual scores ranging from 3.5 to 6.4. During the FDWI component instruction condition, student scores improved to an average of 7.1 with individual average scores ranging from 4.8 to 9.5. The average student score during the FDWI practice condition increased to 8.5 with individual average scores ranging from 6.3 to 11.7. In the maintenance condition the students' increased the quality and the number of story elements included in their writing to an overall average score of 8.9 with individual average scores ranging from 6.0 to 10.3

Overall, the students' average score increased from 5.0 at baseline to 8.9 during the maintenance condition with individual gains ranging from +2.5 to +5.6. Similar to the results of the Holistic Rating Scale scores, the FDWI program as a whole effectively increased the quality and number of story elements students included in their writing. As demonstrated in Figure 2, no one condition impacted student performance more than another. Half of the students (Grace, Catie, Ava) made their greatest gains during the instruction condition, while two of the students (Jacob, Abby) made their greatest gains during the practice condition. Jared continued to make gains through the maintenance condition.
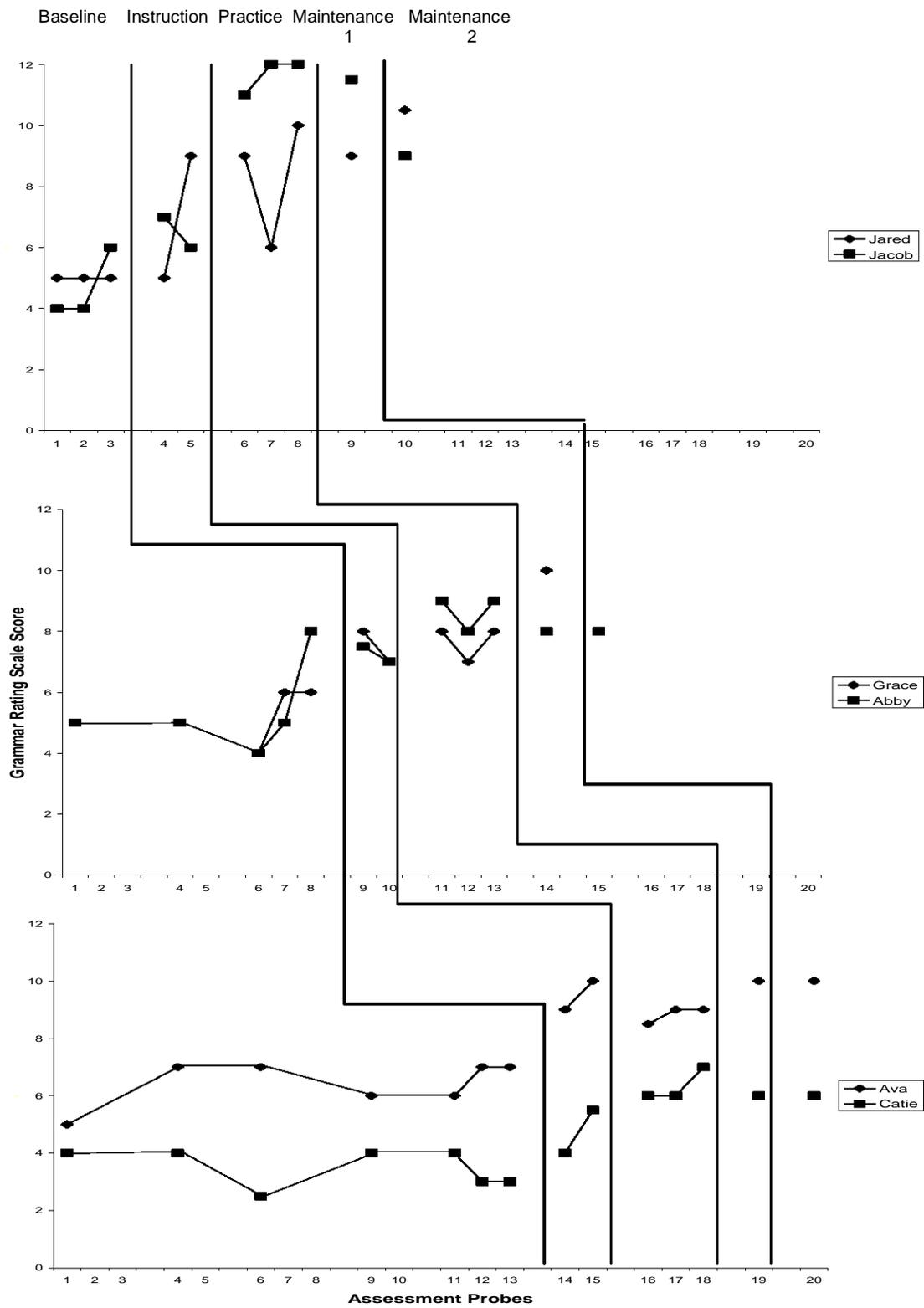
Figure 2. Number of Story Grammar Parts Included in Students' Stories

CBM-TWW

As shown in Table 1 and Figure 3, total number of words written decreased after the FDWI instruction and practice conditions for most students. When comparing the TWW at baseline to TWW at maintenance four of the six participating students had a decrease in words written ranging from -.9 to -5.2. One possible explanation for this decrease in words written is that the student was focusing more effort on completing the steps of the FDWI program rather than quantity of writing. For the remaining two participating students, TWW remained the same for one and increased for the other.

Figure 3. Curriculum-Based Measurement-Total Words Written in Students' Writing

CBM-CWS

As with the total number of words written, 5 of 6 students had a decrease in correct word sequences after the FDWI instruction and practice condition. When comparing the average number of CWS at baseline to the average number of CWS at the maintenance condition half of the students (Ava, Catie, Jacob) had a decrease in CWS ranging on average from -7.9 to -10.7. Grace had a decrease in CWS of -32.3 with an average of 60.3 CWS at baseline to an average 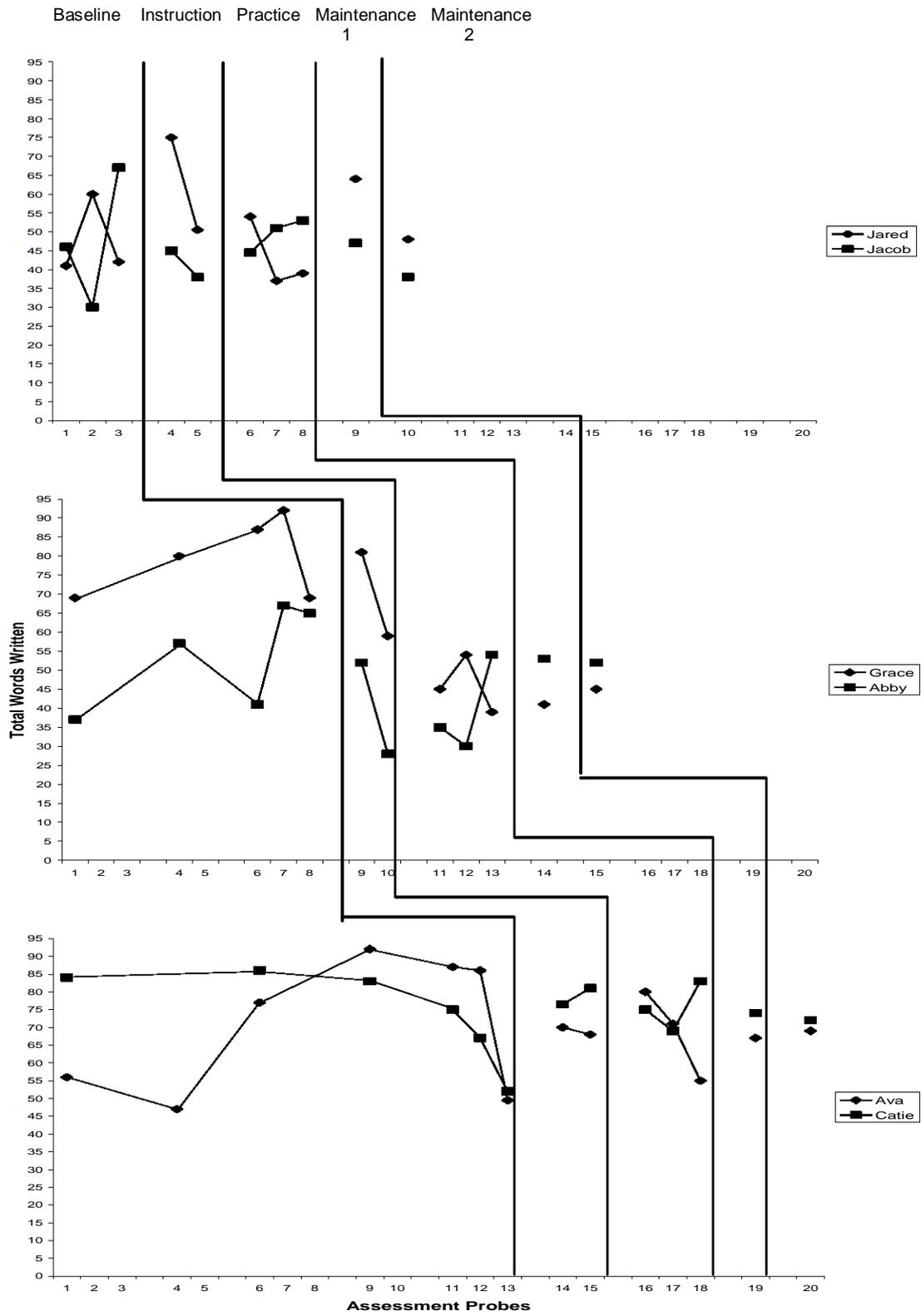of 28.0 CWS at maintenance; this was the same student who had an average decrease in TWW of -36.4. The students' large decrease in TWW may explain the large decrease in CWS. For this student the largest decrease in the average number of CWS written occurred during the FDWI instruction phase and the FDWI practice phase with an average of 60.3 CWS at baseline, an average of 45.5 CWS at FDWI instruction, and an average of 31.0 at FDWI practice. Again, this student may have been focusing more effort on completing the steps of the FDWI program, which may have negatively impacted the TWW and the number of CWS. Jared and Abby had little to no change in their average CWS from baseline to maintenance with one student producing an average of 41 CWS at baseline and at maintenance, and another student producing an average of 44.4 CWS at baseline and an average of 40.5 at maintenance.
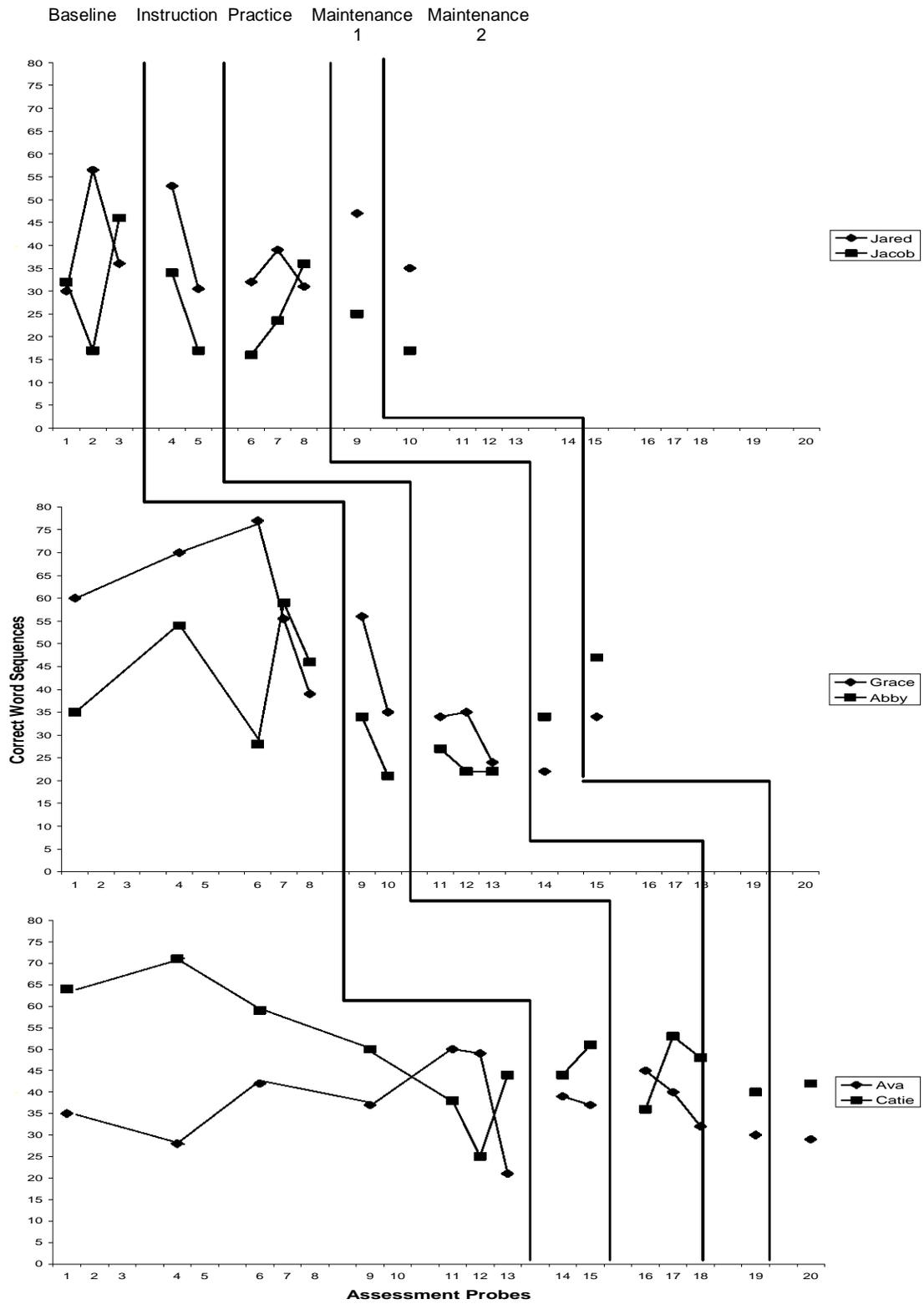
Figure 4. Curriculum-Based Measurement-Correct Word Sequences in Students' Writing

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CHAPTER IV

DISCUSSION

The purpose of this study was to develop and evaluate a comprehensive strategic writing program designed to impact the performance of early primary grade students on writing narratives. The intervention program evaluated in this study was the First Draft Writing Instruction (FDWI) program, which was adapted from the Quickwrite program (Maloney & Somers, 1998). The effects of FDWI were assessed using CBM-TWW and CWS and writing probes measuring the overall quality of student writing and the quantity and quality of the story grammar elements included. It was hypothesized that the quality and quantity of student writing would increase after the completion of the FDWI program. Support for the hypothesis was found in that the quality of student writing increased after the completion of the FDWI program. However, the quantity of student writing decreased after completing the intervention.

Holistic Rating Scale and Story Grammar Element Rating Scale

For all of the participating students, the FDWI program resulted in an increase in the overall quality of student writing as well as an increase in the number and quality of story elements included in their writing. The FDWI program as a whole, rather than certain phases of the program, seemed to produce the greatest improvements in student writing; the FDWI instruction phase and the FDWI practice phase had equal effect on the overall quality of student writing as well as the quantity and quality of the grammar elements included in their writing. These findings are similar to past research suggesting that the strongest impacts on student writing are obtained when full strategy instructional

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packages are implemented (Graham and Harris, 1989; Sawyer, Graham, and Harris, 1992). The positive effects of the FDWI program on student writing appear to remain over time. After the four-week maintenance phase, all of the participating students maintained or increased the quality of their work and the number of quality grammar elements they included. This finding is also supported by research suggesting that writing programs that incorporate direct instruction, along with collaborative and independent practice result in a sustained increase in writing quality (Danoff, Harris, and Graham, 1993).

CBM: Total Words Written and Correct Word Sequences

Although all of the participating students demonstrated improvement in the quality of their writing after completing the FDWI program, a similar effect was not observed for Total Words Written or Correct Word Sequences. Jacob's, Abby's, Ava's, and Catie's word production decreased slightly, but Jared's Total Words Written increased. Grace's word production decreased considerably. At baseline all of the participating students appeared to focus solely on putting words onto paper. The students were not observed planning, proofing, or editing their work. During the FDWI instruction phase, students were familiarized with the basic parts of a story, why their inclusion in the story was important, and were taught prewriting strategies. It is possible that the decrease in Total Words Written from baseline to the maintenance phase is related to student focus shifting from quantity of written work to the completion of the steps of the FDWI program.

The FDWI program may not have produced an increase in Total Words Written seen in past research (Danoff, Harris, and Graham, 1993) on strategy instruction because FDWI is a timed process. Participating students were given 5 minutes to compose their story and 3 minutes to add details. It is possible that given more time the students would have written longer stories and added more detail. No research involving timed strategy instruction programs was found.

The effects of FDWI program on Correct Word Sequences were similar to that of Total Words Written. Again, Jacob, Abby, Ava, and Catie showed a slight decrease in their Correct Word Sequences, while Grace's Correct Word Sequences decreased considerably. Jared's Correct Word Sequences remained the same. It is possible that the decline in Correct Word Sequences is related to a decline in Total Words Written. Another possible explanation for the decrease in Correct Word Sequences is that FDWI does not provide explicit, systematic teaching of sentence construction. Although the students were taught an editing and revising strategy, FDWI focuses on teaching the students to sequence their ideas in a coherent fashion and added descriptive details.

Systematic, Direct Instruction

Participating students received 8 to 12 lessons involving systematic, direct instruction with the FDWI program. The number of lessons necessary to complete the FDWI program is similar to the number of lessons completed by the students participating in the Danoff, Harris, and Graham (1993) study. In both studies progression through the stages of instruction was criterion-based rather than time-based.

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Results of the current study support past research that systematic, explicitly taught strategy instruction, which includes modeling and guided practice, significantly improves writing quality (Sawyer, Graham, and Harris, 1992; Danoff, Harris, and Graham, 1993). On average, the overall quality of student writing improved from low-middle scores on the Holistic Rating Scale at baseline to high scores at the maintenance phase. On average, the quantity and quality of the of the story grammar elements included in the students' writing improved from a 5 out of a possible 12 points at baseline on the Story Grammar Element Rating Scale to a 8.9 out of 12 at maintenance.

Limitations and Future Direction

Although FDWI appears to increase the quality of student writing, this study provided students with intense (20-30 minutes, 4 to 5 times per week) one-on-one instruction. Little research has examined the effectiveness of systematic, explicit strategy writing programs in a whole-group setting (Schumaker and Deshler, 2002). Further research on the effectiveness of FDWI in small-group or classroom setting, using assessment probes to determine which students needed additional, individualized practice with each lesson would be useful. Additional research is also needed to identify ways to create strategy writing programs with flexible and less burdensome instructional procedures, making programs like FDWI more acceptable to teachers.

Additional research is also needed to determine if FDWI can be effective with a wide variety of students. The students who participated in this study were limited to low-achieving, general-education students. The effects of FDWI on special education students and normal to high-achieving students were not examined. Although past

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research has shown strategy writing instruction to positively affect the writing of students with and without disabilities (Englert et al., 1991; Danoff, Harris, and Graham, 1992), no research on the effects of a timed strategy writing program, such as FDWI, with the same populations were found.

Summary

The present study demonstrated that the FDWI can improve the overall quality of student writing. Yet, the FDWI program appears to decrease student word production and correct sequencing of words. Both replication of the results of this study and further research on the effectiveness of FDWI with a broad population of students and within a classroom setting are needed.

APPENDICES

APPENDIX A

HOLISTIC RATING SCALE

Rater's Name_____   Date:_____

Code Name:_____   Writing Probe Number:_____

Please read the writing sample below attentively, but not laboriously to obtain a general impression of the overall quality. Appropriateness of word choice, grammar, sentence structure, organization, and imagination should all be taken into account when forming a judgment about the overall quality of the writing sample and no one factor should receive disproportionate weight. Use the representative low, medium, and high-scoring writing samples you were given as a guide when scoring the attached writing sample. A score of 0 should be given if there is no writing sample below. A score of 1 represents the lowest quality of writing, and 7 represents the highest quality.

_____Total Points Awarded (Maximum of 7 points)

STORY GRAMMAR RATING SCALE

Rater's Name_____   Date:_____
Code Name:_____   Writing Probe Number:_____

Please rate the attached writing sample on the following elements

<u>Section A</u>

Main Character (Who)

- 0   No main character was presented

- 1   A main character is presented with or without a name but no details are given (e.g., personality traits, physical attributes)

- 2   The main character is presented with at least one detail (e.g., personality traits, physical attributes)

Locale (Where)

- 0   No location or place is mentioned

- 1   A location or place is mentioned but with no detail (e.g., in the woods)

- 2   A location or place is mentioned with a least one detail (e.g., in the woods near my grandparent's house)

Time (When)

- 0   The time when the place is not provided.

- 1   The time is given but with no detail (e.g., on Saturday, in the summer); note "one day is not an adequate time reference and should be scored a zero.

- 2   The time is given with at least one detail (on Saturday at 1:00 pm; in the summer of 2006)

_____ Points Earned in Section A (Maximum Score of 6)

<u>Section B</u>
A story may receive points for a maximum of three of the following elements. Please place a check mark by the elements scored. Note: some stories may include more than three of the following elements; if this is the case pick the three elements that will

result in the highest score. On the other hand some stories will included only one or two of the following elements; in this case score the one or two presented elements.

_____ Initiating Event
1   The initiating event is stated; it can be a natural occurrence (e.g., a landslide destroyed the village), an internal response (e.g., he felt scared), or an external event (e.g., the boy stole her bike).
2   The initiating event is described in well described, unusual, or complex (e.g., a meteor hit the mountain, and it caused a landslide that destroyed the village).

_____ Goals
1   A goal is presented but not well defined (e.g., Billy decided to do something about it).
2   A goal is clearly articulated (e.g., Billy decided to help his friend).

_____ Action #1
1   An action of a character in the story is described (e.g. Billy ran fast).
2   An action of a character in the story is described with at least one detail (Billy ran as fast as he could to win the race).

_____ Action #2 (NOTE: If a 2nd action is scored, it must be separate from the 1st action scored)
1   An action of a character in the story is described (e.g. Billy ran fast).
2   An action of a character in the story is described with at least one detail (Billy ran as fast as he could to win the race).

_____ Direct Consequence
1   A direct consequence of a character's actions is presented (e.g., Billy recued his friend).
2   A direct consequence of a character's actions is presented with a ending that is unusual, humorous, or contains a moral (e.g., this is how he got the name Eagle Scout; it just goes to show that lying doesn't pay).

_____ Reactions (can be expressed anywhere in the story)
1   Some feelings of a character presented but with little insight (e.g., Billy was relieved)
2   The emotional reactions of a character are expressed with depth (e.g., Billy was relieved to see that his friend was alive).

_____ Points Earned in Section B (Maximum Score of 6)

_____ **Combined Total Points Earned (Maximum Score of 12)**

APPENDIX C

SCRIPTED LESSON PLANS

Lesson One: Required Information

Script:

Together we are going to learn how to write a 1ˢᵗ draft from start to finish in 10 minutes, but first we'll need to learn about what information we want to include in our writing. Then, after we have learned what information to include in our writing, we are going to master the process of writing. What that means is we are going to learn how to brainstorm ideas, plan the order we are going to write our ideas, write a rough draft and then learn to edit and revise our rough drafts. We are going to work on one skill until we have mastered it and then we'll move to the next skill. To double check that you have mastered every skill in the writing process, you will be asked to look at pictures and write stories about the pictures, just like you did last week. Once you have mastered all the skills of the writing process you will be able to write a great rough draft to your story in 10 minutes.

Show student the picture used to write story.

Your job as a writer is to provide interesting details about what is happening in the picture and information about what the animal or person is thinking or feeling. This will help your reader understand and enjoy your story. So today we are going to learn what type of information will make your stories interesting to people who read your stories.

I wrote a story about this picture. What kinds of information do you think would be important for me to include in my story about this picture? What kinds of information will help you understand what I am writing about?

Write student's answers below picture and provide a positive common about each answer. Help student to brainstorm ideas about what to included – if student does not include who, what, where, and when say:

What about _____, do you think that would be good information to include. *Continue with this process until who, what, where, when are discussed.*

When we write stories we want to be sure to give our readers information about who the story is about, what kinds of things are happening in the story, where the story takes place and when the story takes place. Now, between who, what, where and when, which information do you think will provide your reader with the most interesting details?

Praise answers with a positive comment. If student is reluctant to respond, ask Do you think the what of a story is probably a really important part of a story?

Most often the 'what' in your stories will provide the most details. So, in our stories we are going to include who, where, when and 3 whats. What about who? Do you think the who provides important information in a story?

Allow time to answer. Encourage student to respond.

Yeah, probably.

Pull out completed story written about picture being discussed and brainstorming worksheet.

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I completed a story about this picture. Together lets find the who, where, when and whats of my story. This is the 'who' in my story?

Circle I

I is the 'who' in my story. What is a 'who' in my story?

Student responds I

Correct, on the worksheet I gave you write down 'I' in the who section.

Circle summer

Do you think summer is the when, where, what, or who in my story?

Praise student responds. If student says, when reply Great. Summer is the when in my story. *If student doesn't respond or responds incorrectly reply* what about summer. Could summer be the when in my story?

Ask student to write summer in the when box of the brainstorming worksheet.

See if you can find the where in my story. Point to the where in my story.

If student says the where reply prefect. The beach is the where in my story. *If student responds incorrectly reply* what about where. Could the beach be the where in my story?

Yes, the beach is the where in my story. Circle beach in the story and then write beach in the where section of our worksheet.

Now we need to find the whats of the story. When we look for the whats in a story we are going to be looking for an action; something in the story that the person or animal is doing. I'll find the first one. *Circle "swim in the lake."* I think swim in the lake is a what in the story because it is what I did. Do you think it is a what in the story? *After responds,* Yeah, it's a what. Write swim in the lake in the what section.

Lets find the next what together. Do you think "things to do at the beach" or "build huge sandcastles" is another what in my story? *If responds build castle reply* correct. Circle build huge sandcastles and then write it in the worksheet. *If student responds things to do at the beach reply* actually things to do at the beach provides information in my story, but build huge sandcastles tells what things I like to do at the beach. Circle build huge sandcastles and then write it in the worksheet.

You circle the last "what" in my story. *Encourage student if (s)he is hesitant.*

If student circles picnicking at the lake reply great job. Write picnicking at the lake on the worksheet. *If students circles something else explain why it is not a what in the story and ask* What about picnicking at the lake could that be a what in the story? It is telling the reader what I like to do at the lake. *Allow student to respond.* Circle picnicking at the lake and write it on the worksheet.

Pass out sample of another story written about picture.

Here is another story I have written. I want you to circle the who, whats, where, and when in this story and then fill in the worksheet. We will talk about your answers when you are done.

Once student finishes

Who do you think the 'who' is in this story?

Student answers.

CORRECT: I

INCORRECT:

Is there any other possible who in the story?

Student answers

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Correct: Right, I is the who in the story. Let's try another one.

Incorrect: What about I? Could I be the who in the story? *Student responds.* Yes, I is the who in the story. Let's try another one.

Repeat instruction for all of the who, whats, where, and when.

Conclude with, you did an awesome job to today. I really appreciated how hard you worked and how open you are to trying new things. Do you have any questions? *Answer any questions.* Next time we get together we will be talking about brainstorming.

Criterion to proceed to next lesson: 100% of independent work is correct.

Lesson Two: Brainstorming

Script:

First thing we are going to do to today is make sure we remember everything we learned in our first session.

Give student a story. I want you to circle the who, whats, where, and when in this story and then fill in the worksheet. We will talk about your answers when you are done.

Once student finishes, check worksheet for accuracy. If student completes the worksheet with 100% accuracy, move on to lesson two. If student does not complete the worksheet with 100% accuracy, repeat lesson one.

Now, we are going learn a skill that will help you think of ideas to include in your stories. I know figuring out what to write is the hardest part for me. How about you? Is figuring out what to write about hard for you? *Wait for answer and acknowledge answer.* Today we are going to learn to brainstorm. Have you ever heard of brainstorming? *Wait for an answer and acknowledge answer.* Brainstorming is when write down any idea that comes to your mind. Brainstorming is great because when you are brainstorming all

ideas are good ideas and there are no right or wrong ideas; and you don't have to worry about spelling or penmanship. The best way to brainstorm is to write down any words or phases that will remind you of what to write about. Let me show you.

Pull out picture to brainstorm and brainstorming worksheet

Step 1: Modeling Brainstorming

For 2 minutes I am going to brainstorm ideas for this picture. I'm going to use this worksheet to help remind me what kind of information I want to include in my story.

Think out loud while filling out brainstorm sheet.

Looks pretty easy, huh? *Wait for answer.* Let's try brainstorming this picture together.

Pull out another picture and fill out brainstorming sheet together. Brainstorm with student give student suggestions to encourage ideas. Let student fill out the worksheet.

Great! Do you have any questions about brainstorming? *Answer any questions.*

Pull out another picture and blank brainstorming sheet.

Now, without my help, I want you to brainstorm possible ideas for this picture. I'm going to let you brainstorm for two minutes

Criterion to proceed to next lesson: independently completes 100% of brainstorming worksheet.

<u>Lesson Three: Planning and Drafting</u>

Script:

First thing we are going to do to today is make sure we remember everything we learned in our last session.

Give student a picture. I want you to brainstorm possible ideas for this picture. I'm going to let you brainstorm for two minutes. Fill out the brainstorming worksheet with your ideas.

Once student finishes, check worksheet for accuracy. If student completes the worksheet with 100% accuracy, move on to lesson three. If student does not complete the worksheet with 100% accuracy, repeat lesson two.

Now, we are going learn a skill that will help you think organize your thoughts before you begin to write. Getting our ideas in logical order is important. What happens when a story is not in order. *Wait for answer and acknowledge answer. Read one of the sentence sequencing activities.* Does that story make sense to you? I'm going to re-order the sentences and see if that makes the story clearer.

<u>Step 1</u>: Modeling Sentence Sequencing

Think out loud while re-ordering and rewriting the story. Set timer for 7 minutes.

Now listen. *Read the re-sequenced story.* Now does the story make more sense to you? If we want the people who read our writing to understand what we mean it is very important that we take the time to organize our sentences. *Set timer for 7 minutes.*

Pull out another sentence sequencing worksheet and read the un-organized sentences.

Let's work together to re-order this story so that it will be easier to understand.

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Pull out another sentence sequencing worksheet.

Now, without my help, I want you to re-order this story so that it will be easier to understand. I'm going to let you work for 7 minutes.

Criterion to proceed to next lesson: independently completes 100% of sentence sequencing worksheet.

<u>Lesson Four: Revising</u>

Script:

First thing we are going to do to today is make sure we remember everything we learned in our last session.

Give student a sentence sequencing worksheet. I want you to re-order this story so that it will be easier to understand. I'm going to let you work for 7 minutes. We will talk about your answers when you are done.

Once student finishes, check worksheet for accuracy. If student completes the worksheet with 100% accuracy, move on to lesson four. If student does not complete the worksheet with 100% accuracy, repeat lesson three.

Now, we are going learn a skill that will help you improve your writing by adding more descriptive details. How we are going to add more descriptive details to our writing is by finding the nouns in our work and adding descriptors to make our writing more interesting. Let me show you.

Pull out a story

<u>Step 1</u>: Modeling Revising

I am going to circle the nouns in my writing and brainstorm ways to add more description to them.

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Think out loud while circling the nouns in the writing and adding descriptors to them.

Looks pretty easy, huh? *Wait for answer.* Let's try revising this story together.

Pull out another story and circle the nouns together. Brainstorm with student give student suggestions to encourage ideas.

Great! Do you have any questions about revising? *Answer any questions.*

Pull out another story.

Now, without my help, I want you to circle at least five nouns in the story and brainstorm possible details you can add to the nouns. I'm going to let you work for three minutes

Criterion to proceed to next lesson: independently completes 100% of brainstorming worksheet.

Lesson Five: FDWI

Script:

First thing we are going to do to today is make sure we remember everything we learned in our last session.

Give student a story. I want you to circle at least five nouns and add detail to each one. I'm going to let you work for 3 minutes. We will talk about your answers when you are done.

Once student finishes, check for accuracy. If student completes the task with 100% accuracy, move on to lesson fiver. If student does not complete the task with 100% accuracy, repeat lesson four.

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Now, we are going learn how put all of the skills we have been working on together. We are going put the skills we've been working on together so that we can complete a rough draft story in 12 minutes. In 12 minutes we are going to brainstorm, sequence (or plan) our ideas, write a rough draft, and finally, add detail to our story. Do you have any questions? *Answer any questions.* Let me show you what I mean.

Pull out a story

Step 1: Model using FDWI

I am going to start by setting my timer for 2 minutes. *Pull out a picture.* For two minutes I'm going to brainstorm ideas to write about from this picture.

Think out loud while filling out brainstorming worksheet.

Do you have any questions about what I just did? *Answer questions.* Next, I'm going to set the timer for 1 minute. For one minute I'm going to consider what order I should put my ideas in so that it will be easiest for readers to understand. I'm going to put a number next to each idea so I can remember what order I want to put them in.

Think out loud while numbering ideas.

Do you have any questions about what I just did? *Answer questions.* Now I'm going to set the timer for 6 minutes. For six minutes I'm going to write my ideas into a story. This is only my rough draft, so I'm not going to worry about my spelling or using my best penmanship. All I'm going to worry about is putting my ideas into an interesting story.

Think out loud while writing a story.

Do you have any questions about what I just did? *Answer questions.* The last thing I'm going to do is set the timer for 3 minutes so that I can revise my story. I'm

going to use the next three minutes to add more detail to my story, that way my story will be more entertaining to people who read it. I'm going to add detail by circling the nouns in my story and adding descriptor words to them. I'm going to add at least five details to my story.

Think out loud while circling the nouns in the writing and adding descriptors to them.

What do you think of that process? *Wait for answer.* Next we are going to try writing a rough draft in 12 minutes together.

Step 2: Using FDWI together

Set timer for 2 minutes and pull out another picture.

Let's brainstorm ideas we can write about from this picture.

After brainstorming praise the student. Do you have any questions about what we just did? *Answer questions. Set timer for 1 minute.* Next, we are going to consider what order we should put our ideas in so that it will be easy for readers to understand our story. We will a number next to each idea so that we can remember what order we want to put them in.

After planning praise the student. Do you have any questions about what we just did? *Answer questions. Set timer for 6 minutes.* Now, for six minutes we are going to write our ideas into a story. This is only a rough draft, so we are not going to worry about spelling or using the best penmanship. All we are going to worry about is putting our ideas into an interesting story.

After writing a story. Do you have any questions about what we just did? *Answer questions. Set time for 3 minutes.* We are going to use the last three minutes to add more

details to our story, that way our story will be more entertaining to people who read it. We are going to add detail by circling the nouns in our story and adding descriptor words to them. We are going to add at least five details to our story.

What do you think of our story? *Wait for answer. Pull out another picture.* Now I am going to have you try writing a rough draft in 12 minutes on your own.

Step 3: Independent Use of FDWI

Set timer for 2 minutes. Now, without my help, I want you to write down ideas to write about from this picture.

After brainstorming praise the student. Do you have any questions about what we just did? *Answer questions. Set timer for 1 minute.* Next, you are going to consider what order you should put your ideas in so that it will be easy for readers to understand your story. Put a number next to each idea so that you can remember what order you want to put them in.

After planning praise the student. Do you have any questions about what you just did? *Answer questions. Set timer for 6 minutes.* Now, for six minutes you are going to write your ideas into a story. This is only a rough draft, so do not going to worry about spelling or using your best penmanship. All you need to think about is putting your ideas into an interesting story.

After writing a story. Do you have any questions about what you just did? *Answer questions. Set time for 3 minutes.* You are going to use the last three minutes to add more details to your story, that way your story will be more entertaining to people who read it. You are going to add detail by circling the nouns in your story and adding descriptor words to them. You are going to add at least five details to your story.

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What do you think of your story? *Wait for answer. Praise the students efforts.*

Criterion to proceed to next lesson: independently completes 100% of brainstorming worksheet.

BRAINSTORMING WORKSHEET

Picture: _____

Who	What
	1.
_____	
Where	
	2.
_____	
When	
	3.
Name:	Date

PARENTAL DEMOGRAPHIC QUESTIONAIRE

CENTRAL MICHIGAN UNIVERSITY – PSYCHOLOGY DEPARTMENT

Tameron Hough (616) 893-0314

hough1tm@cmich.edu

Please fill out this form and return it to your student's teacher. This information will be very helpful in the interpretation of the collected data. All information will be kept confidential. All items are voluntary, and your child will not be penalized if you do not answer each question.

<u>Parent Information</u>

Language spoken at home (e.g., English, Spanish)_____

Do you have any concerns about your child's writing abilities?   ____No   ____Yes

If yes, what are you concerns _____

_____

_____

<u>Child Information</u>

Gender: _____Male   _____Female   Date of birth_____

Ethnicity: _____Caucasian (White)   _____Black

                    _____Hispanic/Latino   _____Asian

                    _____Native American   _____Other:_____

Is your child receiving additional help (e.g., tutoring) with writing outside of school?

____No   ____Yes. If yes, what kind of help is your child receiving_____

_____

Currently, or in the past, has your child received special services at school?

 ____No   ____Yes. If yes, please describe the services_____

Code Name: _____   Date:_____

APPENDIX F

TREATMENT INTEGRITY CHECKLIST

Student:
_____

Date:_____   Targeted Skill:_____

Criteria for Progression:_____

Check the following items once completed

_____Initial conference   _____Discussion of the targeted skill   _____Tutor modeling

_____Collaborative practice   _____Independent practice

Was criteria for progression met?   □ Yes   □ No   Tutor Initials:_____
_____

Date:_____   Targeted Skill:_____

Criteria for Progression: _____

Check the following items once completed

_____Initial conference   _____Discussion of the targeted skill   _____Tutor modeling

_____Collaborative practice   _____Independent practice

Was criteria for progression met?   □ Yes   □ No   Tutor Initials:_____
_____
Date:_____   Targeted Skill:_____

Criteria for Progression:_____

Check the following items once completed

_____Initial conference   _____Discussion of the targeted skill   _____Tutor modeling

_____Collaborative practice   _____Independent practice

Was criteria for progression met?   □ Yes   □ No   Tutor Initials:_____
_____

APPENDIX G

PARENTAL LETTER

Dear Parent(s) or Guardian:

I am a graduate student at Central Michigan University (CMU) in the school psychology program. Currently, I am conducting a research project to fulfill a degree requirement. I am working under the supervision of Dr. Michael Hixson; a faculty member in the psychology department at CMU. I have permission from the principal of Oakwood Elementary to provide one-on-one writing instruction to students whose parents feel have shown difficulty in the area of written expression. The project will help us determine the effectiveness of a specific writing intervention.

The project requires children who are having difficulties mastering the skills necessary to sufficient writer. To be eligible students must have performed in the lowest 25th percentile on a curriculum based assessment and have been selected by his or her teacher as a student that struggles in the area of written expression. Your child has met the requirements necessary to participate. If your child was to participate, (s)he would receive one-on-one tutoring sessions 3 to 4 days a week during the school day. The tutoring sessions will last 15 to 30 minutes and will occur at a time selected by your child's teacher. Tutoring sessions will take place in a separate room that is free from distractions.

This project is described in more detail in the enclosed informed consent form. I will use the results of this project to write a research paper required for my master's degree. This letter is to request your permission for your son or daughter to participate in the project. Your child's results will be included in my research paper and in a presentation. Your child's name will not be used in the paper or the presentation of the results.

If you would like to allow your child to participate in the project please read and sign the enclosed informed consent letter. Return the signed informed consent form to your student's teacher. Keep the letter and the additional copy of the consent form for your records. You may call me with questions at 616-893-0314. Thank you for your time and cooperation.

Sincerely,

Tameron Hough, B.S.

APPENDIX H

INFORMED CONSENT FORM

Dear Parent(s) or Guardian:

If your child needs additional help in the area of written expression, this is a unique opportunity to provide additional practice. We would like to ask your permission for your son or daughter to help us determine the effectiveness of a writing intervention, called QuickWrite. We will be looking at the overall quality of your student's writing as well as the length and grammar elements included in your student's writing. This project will help us to determine the best instruction for helping students master the writing process. This research project is being conducted to help the student investigator fulfill a degree requirement.

What is involved? Students who participate will progress through lessons teaching what information is important to include when writing and lessons on the skills necessary to be a successful writer (e.g., brainstorming, planning and drafting, revising, and final drafting). Progression through the lessons is based on meeting criterion rather than based on the number of lessons provided or the time spent on each lesson. During the 15 to 30 minute tutoring sessions the tutor will discuss and model the targeted skill as well as provide your student with collaborative and independent practice. Throughout the tutoring sessions, as well as prior to and after completion of sessions, your student will be asked to write stories. Students will participate in these tutoring sessions 3 to 4

days per week for 8 to 12 weeks. During the initial week of the project each student

participating will be sent home with a survey to be completed by a parent. Filling out the

survey will assist with the interpretation of the data and all information will be kept

confidential. Completing the survey is voluntary, and students will not penalized if

parents fail to answer every question.

Potential Benefits and Concerns. A potential concern of being in the project is

that the students may miss out on valuable teacher instruction. To ensure students do not

miss out on valuable teacher instruction, your student's teacher will select a time (s)he

considers the least likely to interfere with your student's education. The principal student

investigator will meet with students' teachers on a weekly basis to determine if there is a

problem and make adjustments. One possible benefit of being in the project may be that

your student will learn the writing skills that they were having a difficult time learning.

Please initial after reading this page: _____

Participation is voluntary. Your student's participation in this project is completely voluntary and can be discontinued at any time. If you do not wish to have your child participate, there will be no penalty. If you wish to withdraw your student at any time during the project, there will also be no penalty. This project has been approved be a committed of CMU professors as well as by the RIB.

Information is confidential. All information gathered on your student will be kept as confidential as possible. On all documents your student's name will be replaced by a random code name that will be assigned so that (s)he can no longer be connected to the performance on any of the data. Only the prinicipal student investigator and her advisor will have access to your student's personal information.

Questions? We would appreciate it if you would return the form on the back of this page whether or not you would like your student to participate; this help let us know that this information has reached you. You may keep the attached letter for your records. If you have any questions, please feel free to call Mrs. Tameron Hough (616-893-0314) or Dr. Michael Hixson (989-774-6462). Either of us can arrange for you to see the lesson plans for the tutoring sessions and the pictures from which your student will be asked to write a story.

Thank you for your consideration.

Sincerely,

Tameron Hough, B.S.   Michael Hixson, Ph.D.
Graduate Student   Assistant Professor
Department of Psychology   Department of Psychology

Please check the appropriate boxes and have your child return this form to his or her teacher.

☐ I have read and understand the permission letter. I give consent for my child to participate in this study

☐ I have received a copy of Mrs. Hough and Dr. Hixson's letter for my records.

☐ I would like more information before giving consent for my child to participate in this study. Call me at: _____

☐ I do not wish for my child to participate in this study.

Parent's Signature/Date: _____

Child's Name: _____

Please return this form to your student's teacher in the provided envelope.

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