

Writing through Recipes

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Title: Writing through Recipes

Research Question(s):

How does scaffolding writing of expository text through a common experience, a model, and a graphic organizer affect student achievement?

Research Activities:

Context: This study took place in a regular, self-contained 6th grade classroom composed of a diverse group of students with a variety of academic levels and needs. Within the classroom, the study followed four students who represented a continuum of writing abilities: high, medium, and low. Three of the four students were English Learners (EL).

Methods and Data: The intervention occurred over the course of seven weeks and was a compilation of 19 sessions. It was implemented in order to determine if a common experience (recipes), a shared writing activity (creating a multi-paragraph essay as a class), and graphic organizers from Step Up to Writing (Auman, 2006), could increase student achievement on an expository writing assignment. Student achievement is defined as an increase in a student's overall score on a modified school-wide writing rubric as well as growth within rubric categories. Collection of data included timed writing in response to prompts, observational notes, and an attitude survey. Results:

Within recipe writing, students showed improvement between the preliminary and post-assessments. Improvements were seen in both overall scores and within rubric categories. However, the intervention was not successful for all students, as Level 3 EL students did not show any substantial evidence of growth. For all students, fluency decreased in the post-assessment, but use of supporting details (explanations) increased. Overall student self-efficacy increased. Conclusions: Genre-based writing projects, when taught through a common experience, can improve student achievement. However, in this case most growth was seen within individual rubric categories and not through overall scores. This intervention also demonstrated that student engagement can increase when a common writing experience is used.

Grade Level: Sixth Grade

Data Collection Methods: On-demand writing, observational teacher notes, attitude survey

Project Descriptors: Elementary, writing, expository text, modeling, graphic organizer, student engagement

ACKNOWLEDGMENTS

I would like to thank my husband for his support, and for not complaining when I had not made dinner all year because I had a “deadline” to meet. I would also like to thank Barbara Merino for her patience and guidance. This project could not have happened without her. Other thanks go to my colleagues in the cohort, Joanne Galli-Banducci, Sherri Atkins, Jim Kates, and most importantly my students.

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INTRODUCTION

The pressure starts early in your first year of teaching. Sometimes even before the first day of school. I remember meeting with my principal and other staff members at my school weeks before I began teaching 6th grade, only to become immediately overwhelmed with just about everything that was going on around me. “We need to improve our writing scores.” “Our school’s focus this year will be writing.” “In order to become reclassified, she needs to improve her writing score on the CELDT.” I remember thinking to myself, “It’s okay. I can do this! I’ll have kids writing five-paragraph essays in no time.” Over the summer, I met a woman through a conference and she introduced me to a new program called Step Up to Writing (Auman, 2006). I immediately fell in love with the graphic organizers and color coding system the program offered. This seemed liked a program that would make writing doable for kids and I was convinced this program, in conjunction with the knowledge I had gained from my credential methods courses, were the answer to my problems.

As school began, I could not wait to teach my kids how to use the Step Up to Writing sentence strips, stars, and dashes. It was not until we began our first writing lesson that I realized this was not going to be as easy as I had thought. For one, the students were confused by some of the terms in the program and many were not familiar with how to use an outline. Some of my students still had trouble writing complete sentences and many students thought revising was just rewriting the paper over in pen. What was I going to do? How was I going to help my students improve their writing so they would do well on the district writing tests? How was I going to help my English Learners move closer to graduating from the English Language Development program?

I decided I needed to reevaluate my approach to teaching writing. I knew I needed to increase my knowledge of the Step Up to Writing program in order to increase its effectiveness. I also knew that I needed to implement writing activities that would increase student interest and engagement. I decided to go back to my Lucy Calkins books and began to look at process writing again. That is when I came to the realization that maybe a combination of both a writing formula and a shared writing experience might be the solution to my problem. This paper documents this realization and the journey that I have begun to find a way to both engage my students in their writing and encourage them to become better writers.

CONTEXT

Local Community. Oak School¹ is located on the rural outskirts of a major Northern California city. The city's population was approximately 407,018 in 2000, with a population increase of 3% from 1990-2000 (U.S. Census Bureau, 2005). The city is separated into 8 districts or regions. The Oak School District is located in the northernmost region of the city. Farmland is predominant in the area north of the region while the heart of the city is located approximately 15 minutes south of the region. There has been an abundance of growth in the last 5 years in the region west of the Oak School District. New housing developments have been built and a new school district was opened. As a result, a major shopping center has opened approximately two miles west of the school district. The remaining businesses in the area are commercial in nature and include a grocery store and several gas stations. The 2000 mean household income was \$37,049 (U.S. Census Bureau, 2005). According to the 2000 census, the dominant races in the city are Caucasians (48.3%) and Hispanic/Latino (21.6%). The census's demographic data is not broken down by national origin and does not reflect the large number of Russian immigrants who are present in the city.

School District. The Oak District contains five elementary schools and one preschool. The elementary schools serve approximately 2,173 students in K-6th grades (California Department of Education (CDE), 2005). Due to the rural nature of the district, students attend middle school and high school in a larger district nearby. All schools are in close proximity to each other and are considered neighborhood schools. There has been a recent concern with declining enrollment and the 2005-2006 school-year budget has been affected by this trend. Seventy-five percent (75%) of the students in the district receive free and reduced meals. Student demographics for the district are represented in Table 1. There are 945 English Learners (EL) in the district. In 2005, the district received an Academic Performance Index (API) base score of 703 with a growth of eighteen. The API is defined as a numeric index, which measures the academic performance and growth of schools. Individual student scores in each subject area are combined into a single number that represents the performance of a school or API. The district did not achieve Adequate Yearly Progress (AYP) in all subgroups.

¹ All student names and school names are pseudonyms.

School Site. Oak School serves 430 students in Kindergarten through sixth grade (CDE, 2005). The student demographics for the teaching site are represented in Table 2. Thirty-seven percent (37%) of the students at Oak School are EL, 3.7% are Fluent English Proficient (FEP), and 5.1% are R-FEP. As illustrated in Table 3, the most predominant home languages aside from English are Spanish and Hmong (CDE, 2005). Approximately 67.67% of the students in attendance receive free or reduced lunches (CDE, 2005). In 2005, the Oak School received an API base score of 743 with a growth of twelve and achieved AYP in all subgroups. As compared to 100 similar schools throughout the state of California, the teaching site received an eight (above average for elementary schools with similar characteristics) (CDE, 2005). Oak School is a Title I Achieving School for the second year in a row.

Table 1. Demographic Information for the Oak School District (CDE, 2005)

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	312	14.4%
American Indian or Alaska Native	6	0.3%
Asian-American	396	18.2%
Filipino	36	1.7%
Hispanic or Latino	700	32.2%
Pacific Islander	52	2.4%
White (Not Hispanic)	566	26.0%

¹ Students: 2,173

Table 2. Demographic Information for Oak School (CDE, 2005)

Grades: K-6	Student Enrollment: 268	
Racial/Ethnic Category	Number of Students	Percent of Students
African-American	35	8.4%
American Indian or Alaska Native	1	<1%
Asian-American	69	16%
Filipino	7	1.6%
Hispanic or Latino	119	27.7%
Pacific Islander	11	2.6%
White (Not Hispanic)	159	37%

Table 3. Number of English Learners by Language at Oak School (CDE, 2005)

Language	Number of Students	Percent of EL Students
Spanish	71	43.8%
Hmong	31	19.1%
Punjabi	15	9.3%
Russian	13	8.0%
Lao	8	4.9%
Ukrainian	8	4.9%
Rumanian	6	3.7%
Mien (Yao)	2	1.2%
Filipino	2	1.2%
Hindi	2	1.2%
Tongan	2	1.2%
Vietnamese	1	0.6%
Other	1	0.6%
Total	162	100%

There are 15 classrooms at Oak School, organized by grade level and located in open hallways. Nine of these classrooms are portables. The main office is located in the front of the school and there is a cafeteria, school library, and nurse's office on campus. The library contains a new computer lab with approximately 30 student computers. This is the inaugural year for the computer lab and teachers are encouraged to use it frequently. Students use the library and computer lab at least once per week under supervision from their classroom teacher and the librarian. Each individual classroom also has two to four computers.

Ninety-two percent of the teachers at the school are fully credentialed (CDE, 2005). There are four first-year teachers at Oak School. A third-year teacher is currently completing an internship program in order to receive his teaching credential. There is a Speech/Language Therapist, Resource Specialist, Title I Reading Specialist, Language Development Coordinator, and two Special Education Specialists at the school. The specialists work individually with students and provide curriculum guidance for staff. Personnel that are available to support both the teachers and specialists include instructional aides, primary language interpreters, cafeteria workers, maintenance and custodial staff, noon-duty supervisors, two office staff, a district school nurse, district school counselor, and a district school psychologist. The teachers and specialists are also supported by district reading specialists who are present on campus weekly to assist in curriculum and teacher development. The language arts program taught at Oak School is

Open Court and the math program is Scott Foresman. The district is in the process of adopting new science and social studies curriculums so not all grade levels have curriculum materials for these subjects. If no materials are available, teachers often supplement instruction with leftover materials such as FOSS kits or older Houghton Mifflin Social Studies books.

The English language program varies school-wide. Grade levels are given an opportunity to decide how they would like to schedule English Language Development (ELD). For instance, some grade levels choose to teach ELD through a rotation program in which students change classrooms based upon California English Language Development Test (CELDT) levels. Other grades choose to teach ELD in a self-contained classroom. In sixth grade at Oak School, the students receive ELD instruction in their homeroom with the teacher. While EL students are receiving instruction, English Only (EO) students and Re-designated Fluent English Proficient (R-FEP) students work in small groups on literature circles or supplementary Open Court materials. The Language Specialist works with CELDT level 1-2 students in a pullout program. CELDT level 3-5 students are not typically seen by the Language Coordinator. The ELD programs are Avenues (K-5th grades) and High Point (6th grade). The district adopted these programs last summer and is in the process of fully implementing them throughout the district.

At Oak School, teachers meet bimonthly in grade level meetings to coordinate lessons and pool resources. Monthly staff meetings, led by the principal, occur with all staff to discuss broader issues affecting the school and for staff development activities. District-wide grade level meetings occur once every two to three months.

Classroom. The study took place in a sixth grade classroom at Oak School. The classroom is moderately sized with one full wall of windows. The bulletins are covered in bright red and purple paper and student work is displayed throughout the classroom. The students are seated in groups of five facing the white board, allowing for individual student and group work. The class library is a large focus of the classroom and is situated on the left hand side of the room. Students are free to use the library in their free time and new books are added regularly to encourage its use. Two student computers, a word wall, the Open Court Concept/Question Board, student jobs, a homework board, and a list of “Smart Choices” are located on the left side of the room. “Smart Choices” are activities that students may complete in their free time and include but are not limited to

challenge packets and math problems of the week. I have one primary work area in front of the room. This is composed of a desk and a small round table that is used to confer with students, grade papers, or to prepare for future lessons. I am a first year teacher.

There are 30 students in the class, 18 boys and 12 girls. The student population is composed of African American (1), Caucasian (17), Native American (1), and Hmong (3), Filipino (1), Hispanic/Latino (5), and Indian (2) students. Five of the Caucasian students are of Russian or Romanian descent. Eleven students are EL. Of these eleven students, four have been classified as R-FEP. Table 4 illustrates the primary language of the five students who have been not been re-designated as well as their most recent CELDT scores. There are no students enrolled at the school who participate in a Migrant Education program. Students with CELDT scores between 1 and 5 receive English Language Instruction daily from the resident teacher through small group instruction. Definitions of CELDT terms can be found in Table 5.

Table 4. Description of primary languages and CELDT levels for EL who have not been re-designated Fluent English Proficient. (Table adapted from Beginning Teacher Support and Assessment [BTSA], 2005)

Student's Primary Language	Primary Language Spoken at Home	Literate in Primary Language (Yes/No)	English Language Proficiency Level				Years of ELD Instruction in English (Enter Date from Lang. Specialist Report)
			Listening/ Speaking	Reading	Writing	Composite Score (Preliminary Score from 2005-2006 Fall Test)	
Russian	Russian	N	Adv.	Adv.	Early Adv.	(572) 5	5
Punjabi	English	N	Adv.	Intermediate	Adv.	(564) 4	
Russian	Russian	N	Early Adv.	Adv.	Early Adv.	(562) 4	3
Romanian	English	N	Early Adv.	Adv.	Early Adv.	(577) 5	3
Spanish	Spanish	N	Early Adv.	Intermediate	Early Intermediate	(510) 3	2
Hmong	Hmong	N	Intermediate	Beginning	Intermediate	(500) 3	2
Hmong	Hmong	N	Intermediate	Intermediate	Early Adv.	(523) 3	2

Table 5. Definitions of CELDT levels (CDE, 2005)

CELDT Level	Numerical Descriptor	Definition of Terms
Advanced	5	Communicates effectively with various audiences. Needs further vocabulary development.
Early Advanced	4	Beginning to use English language in complex situations and for learning new academic material.
Intermediate	3	Beginning to use English to meet their immediate communication and learning needs.
Early Intermediate	2	Beginning to respond more comfortably to different communication tasks.
Beginning	1	Little to no understanding of English language.

Four students in the class have an Individualized Education Plan (IEP) and receive interventions from the school specialists in the form of pullouts. The resource specialist works with these students every morning for approximately 40 minutes on reading and writing. As a result, these students miss approximately 15 minutes of Open Court instruction each day. The resource specialist comes into the classroom for approximately 30 minutes during math instruction. These students are also pulled out of class on Tuesdays and Thursday from 1:30 – 2:00 to work with the speech and language specialist. The four students with an IEP will not be included in the intervention, as they will miss much of the intervention instruction due to the speech pullout program. Oak School also provides an after-school homework club for students who are struggling in math and reading. Of the 30 students in the class, 20 participate in this program.

Achievement data for the class is illustrated in Table 6. These data are taken from the 2004-2005 STAR test results and are reflective of students' 5th grade academic achievement. Test scores were not available for five of the 30 students in the class. Results from this year's first trimester report cards indicate that approximately five students are at or above grade level in all academic areas.

Table 6. 2005 5th Grade STAR results (CDE, 2005) for the class

Performance Level	Number of Students	
	Language Arts	Math
Advanced (above grade level)	4	7
Proficient (at grade level)	8	8
Basic (almost meeting grade level standards)	7	6
Below Basic (below grade level)	5	3
Far Below Basic (far below grade level)	1	1
Total	25	25

The classroom’s daily schedule includes approximately one and a half hours of Open Court instruction in the morning and 30 minutes of writing instruction immediately after lunch. Writing instruction follows the standards-based curriculum provided by Open Court, with adaptations made to include portions of the Step Up to Writing program. Friday mornings are typically reserved for Open Court unit assessments. Students participate in one hour of P.E, two hours of science, and two hours of social studies per week. Math is taught for one and a half hours every morning using the Scott Foresman curriculum. Math instruction follows a pacing guide set forth by the school district.

Focus Students. Four students were followed during this intervention. The students were selected because they represented a continuum of writing abilities in the intervention classroom. Table 7 represents a snapshot into their writing abilities. Writing level was determined by me based upon personal observation of the students over the course of the last six months (August 2005 – January 2006) and analysis of test scores and class work. The student descriptions are based on information gleaned from conversations with students, review of cumulative files, a writing interest survey, review of student work, and conversations with former teachers.

Table 7. Summary of focus students, pertinent testing information, and their writing level

Student	Test Scores	Writing Level
Jay	<ul style="list-style-type: none"> • Below Basic in Language Arts (2005-2005 STAR Test¹) • 1st Trimester Report Card: Writing Score² – 3 (Basic – Almost at grade level) • 2nd Trimester (In Progress) Expository Writing Grade: 57.5% 	Low
Jenny	<ul style="list-style-type: none"> • Proficient in Language Arts (2005-2005 STAR Test) • 1st Trimester Report Card: Writing Score² – 3 (Basic – Almost at grade level) • CELDT Level: 3 • CELDT Writing Score: Early Advanced • 2nd Trimester (In Progress) Expository Writing Grade: 52.5% 	Medium
Joe	<ul style="list-style-type: none"> • Basic in Language Arts (2005-2005 STAR Test) • 1st Trimester Report Card: Writing Score² – 3 (Basic – Almost at grade level) • CELDT Level: 3 • CELDT Writing Score: Early Intermediate • 2nd Trimester (In Progress) Expository Writing Grade: 52.5% 	Medium
Samantha	<ul style="list-style-type: none"> • Proficient in Language Arts (2005-2005 STAR Test) • 1st Trimester Report Card: Writing Score² – 4 (Proficient – at grade level) • CELDT Level: 5 • CELDT Writing Score: Early Advanced • 2nd Trimester (In Progress) Expository Writing Grade: 80% 	Medium/High

¹ The 5th grade STAR Test results reflect general skills in language arts and did not specifically test writing ability.

² The Fall Trimester overall writing score represents an average score in writing applications and conventions.

Jay. Jay is an eleven-year old male student. He has attended Oak school continuously since kindergarten. Jay’s home language is English. He is below grade level in reading comprehension, spelling, and writing. On last year’s STAR test, Jay scored proficient in math and below basic in language arts. Jay works with the reading specialist daily for a half hour on reading comprehension and writing. He also participates in the after-school homework club. Jay indicated on his writing interest survey that he is unsure if he likes to write, but that he understands how important it is to know how to write well. Jay tries hard on all writing assignments and is very responsive to praise. He is one of the lower writers in class and struggles with sentence structure, spelling, and composition length. He is a charming child who gets along well with everyone. His mom and I are very proud of the smart choices he has been making in school and of his increased interest in his academic achievements. Jay enjoys playing football, and he can often be found playing football or roughhousing with his friends.

Joe. Joe is an eleven-year old male student who has been continuously enrolled at Oak School since kindergarten. His primary language is Spanish and only Spanish is

spoken at home. Joe is classified as CELDT 3 and is achieving below grade level in reading comprehension and writing. On last year's STAR test Joe scored basic in both math and language arts. During class, Joe is often off task or daydreaming. He embarrasses easily and does not always seek help when needed. Joe is aware that there is a language barrier between his mom and his teachers. As a result, he tries to limit how much contact his mom has with me. Joe was recently put on weekly grade reports as a way of increasing parent-teacher communication. Joe is a very good writer when he is engaged in the material and takes time to edit his work. When asked what is one thing he would like to improve upon in school he indicated writing. He struggles with producing papers longer than one paragraph. Joe is a seemingly good-natured student. He often visits me during recess to talk or joke around. When not in the classroom he can be found talking about professional wrestling with his friends.

Jenny. Jenny is an eleven-year old female Hmong student. She is classified as CELDT 3. Jenny speaks Hmong at home with her family, and she can often be found quizzing her brother on English words in the morning before school. Jenny struggles with reading comprehension and is achieving below grade level in this area. She is achieving just below grade level in writing. On last year's STAR test Jenny scored proficient in math and basic in language arts. Jenny is a quiet student who is sometimes off task. She tends to leave off plurals in her writing and has a difficult time using past and present tenses. On her writing interest survey, Jenny indicated that she likes to write and sometimes writes at home on her own. When asked what one thing she would like to improve upon in school, Jenny indicates that she wants to "learn everything." Jenny is a smart, friendly child who is well liked by her peers. She is very concerned about doing well in school. Jenny loves art and she can often be found drawing pictures in her free time or making origami flowers.

Samantha. Samantha is an eleven year-old Romanian student. She speaks both Romanian and English at home and she is classified as CELDT 5. Samantha is at grade level in all academic areas but has not been reclassified Fluent English Proficient (R-FEP) due to her writing scores. On last year's STAR test Samantha scored proficient in language arts and basic in math. Samantha has indicated that she does not want to be in ELD next year and wants to work hard to bring her writing scores up. The language specialist had expressed concern about reclassifying Samantha if her grades do not improve. Samantha is aware of this and she has been working very hard to improve her

scores. Samantha struggles with organization the most in her daily writing. She also uses shorter sentences with slang rather than academic language. On her writing interest survey, Samantha indicated that she likes to write but does not write at home in her free time. Samantha loves music and dance and wants to start a drill team in elementary school as a way to keep kids off drugs. She also loves to shop. Samantha is one of 12 children (11 girls and 1 boy.)

PRELIMINARY DIAGNOSTIC DATA AND ANALYSIS

Timed-Writing Prompt. The timed-writing prompt used was a component of the sixth grade Open Court Unit 2 Test and was required by the district. The prompt asked students to write about “why we go to school.” On November 16, 2005, in preparation for the timed-writing test, the class brainstormed reasons why we go to school. The brainstorming process was a whole-class activity, and ideas were recorded by the teacher on the board. Students then had an opportunity to record the class notes on binder paper. It should be noted that taking notes was not required and not all students completed this step. For homework, students were required to plan the first paragraph of their essay on a *Paragraph Planning Sheet* (Step Up to Writing, Auman, 2006). On November 17, 2005, the class was given approximately sixty minutes to respond to the expository writing prompt:

Writing Situation

Most people your age go to school.

Directions for Writing

Before you begin writing, think about the reasons that you go to school. Now explain why you go to school.

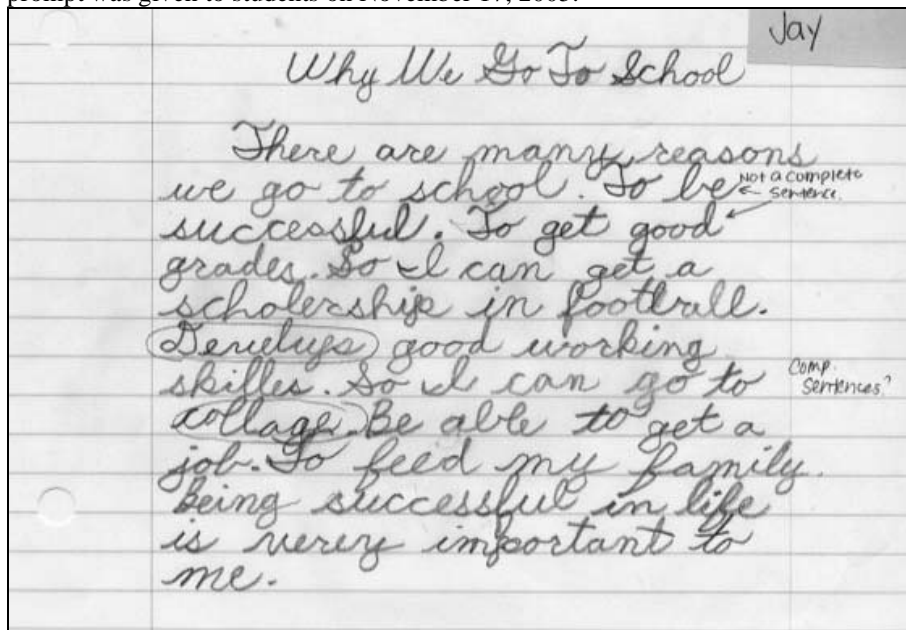
Students were allowed to use the notes from the previous day and their *Paragraph Planning Sheet* during the test. Students could also use their test booklets and the writing checklist provided by Open Court (Appendix A). The test was administered to 25 of the 30 students in the class (one student was absent and four students were in the resource specialist’s classroom).

The papers were evaluated on a scale of 1 to 4 using Oak School’s writing rubric (Appendix B). The rubric includes the following 12 categories: Topic, Details, Vocabulary, Organization, Transition, Sentence Structure, Grammar, Punctuation,

Spelling, Capitalization, Paragraphs (Number), and Handwriting. The school requires that student writing be evaluated by the grade-specific rubric that was created by the principal. During grading, each paper was read two times by me. The first read was a cursory read that allowed me to become acquainted with the writing. The second read was a critical read. During the critical read, points were awarded for each category on the rubric. Once points were awarded in each category, an average score for the paper was calculated. If I found a discrepancy in grading between papers or was uncertain about how to score a particular paper, a second teacher was asked to evaluate the writing using the rubric. The scores were then compared and adjusted as needed.

The data revealed two interesting trends in student writing. The first trend coincided with the use of the *Paragraph Planning Sheet*. Students who seemed to rely heavily on the planning sheet tended to use incomplete sentences and thoughts in their writing. For instance, Jay wrote, “There are many reasons we go to school. To be successful. To get good grades.” (See Figure 1.)

Figure 1. Jay’s timed-writing response on “why we go to school.” The prompt was given to students on November 17, 2005.



Another student named Sunny wrote, “Kids want to get good grades like A’s and B’s. To prepare for life to know how to count and so many other things.” The *Paragraph Planning Sheet* has students write using a model that includes color-coding and symbols. In each paragraph, students write a topic sentence, provide a specific detail to support the

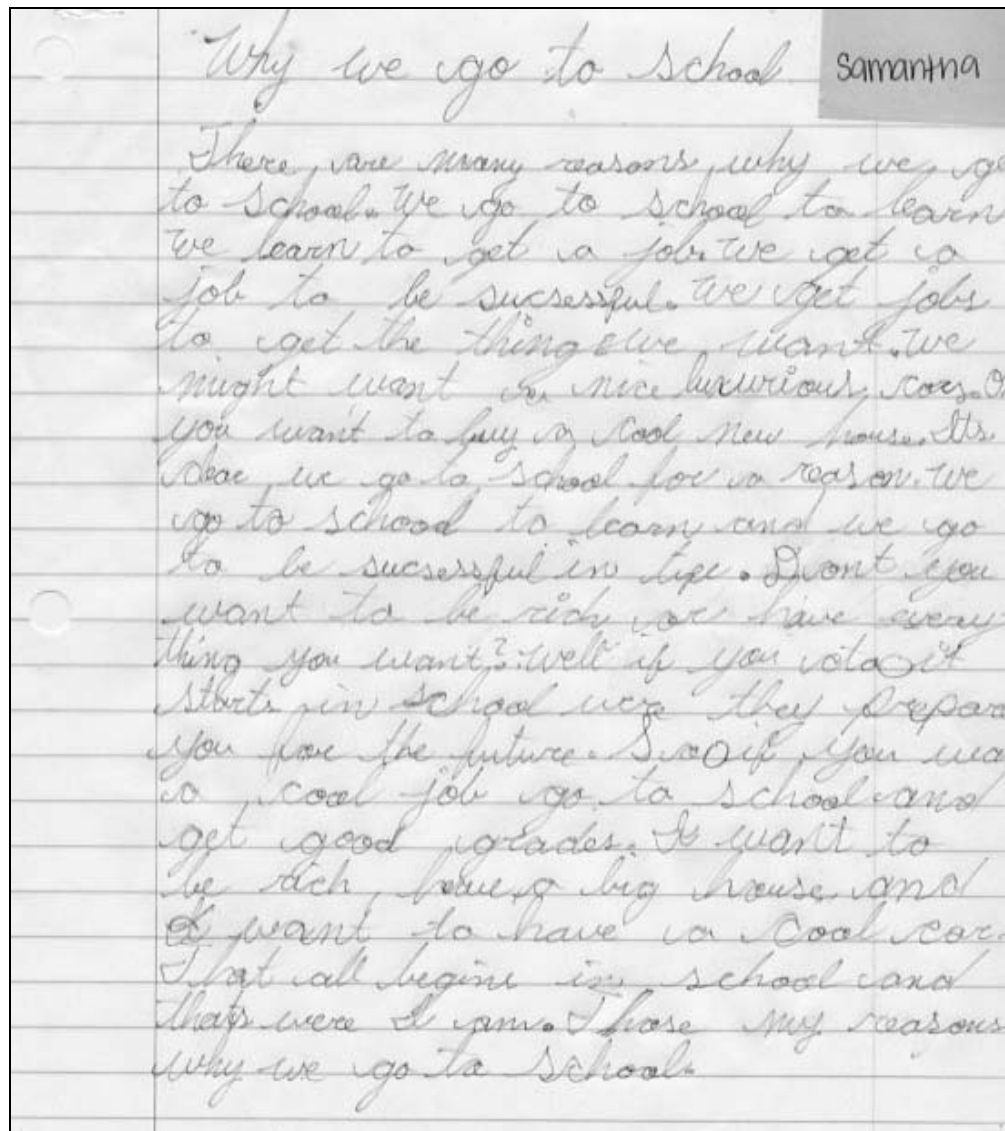
topic (star), and then provide two sentences that explain or expand upon the detail (dashes). (See Appendix C.) The students then provide two to three more details, each with two explanations, and a concluding sentence. Both Jay and Sunny seemed to follow this model in their writing but were unaware that they were expressing their ideas in incomplete sentences.

The second trend the data revealed focuses on the use of transitions. Many students would jump from their topic sentence, to their detail, and then to their explanation without the use of any transitions. This left the writing very choppy and difficult to read. For instance, Samantha wrote, “There are many reasons we go to school. We go to school to learn. We learn to get a job. We get a job to be successful. We get jobs to get the things we want.” (See Figure 2.)

Other trends in the papers also surfaced, and although they were not as prominent as the use of incomplete sentences and lack of transitions, they may be beneficial to note. These included not knowing the difference between a detail (star) and an explanation of the detail (dash) and the lack of variability in what transitions are used.

Student Survey. A student survey was administered on October 3, 2005. The survey, based upon the Writer Self-Perception Scale (Bottomley, Henk, Melnick, 1997), was given to the whole class at the same time. The survey directions and questions were read to the students, and students were instructed not to respond to the question until it had been read aloud. Analysis of the survey did not follow the prescribed protocol established in Appendix B of Bottomley, Henk, Melnick (1997) as the survey was not given in its entirety. As such, results from the survey if analyzed as a whole hold little meaning. The survey did, however, illuminate interesting trends in student attitudes toward writing. Eighty-four percent (84%) of the students realize the importance of knowing how to write well. Furthermore, 64% of the students indicated they liked to write. Fifty percent (50%) of the students were unaware of how well they wrote in comparison to the students in their class, and 60% of the students were unsure of what the

Figure 2. Samantha's timed writing response on "why we go to school." The prompt was given to students on November 17, 2005.



teacher thought about their writing. Table 7 illustrates these findings. These data suggest that writing may have been an isolated event in the classroom as students are unaware of how their writing compares to or how it is accepted by others. Data also suggest that although many students struggle with writing conventions and mechanics, over half of the class still enjoys writing.

Table 7. Selected student responses to the student attitude survey administered on October 3, 2005

Statement	Student Response					Total Students Surveyed
	Really Disagree	Disagree	Don't Know	Agree	Really Agree	
I like to write.	4	2	3	10	6	25
I am a good writer.	2	0	7	9	7	25
I write better than other kids in my class.	2	8	14	0	1	25
My teacher thinks I am a good writer.	1	1	15	2	6	25
It is important to know how to write well.	1	2	1	5	17	26

**26 students were surveyed. Not all students responded to each statement.*

Preliminary Observational Data. Observational data were collected on all students in the class from September through December 2005. Anecdotal observations were made during writing lessons/work times and were taken in both narrative and note form. They were recorded in a notebook or on post-it notes. Specific observations on the focus students can be found in Table 8. Observational data suggest that students are more willing to participate in writing projects when they have a personal interest in the project. For instance, Joe wanted to write a letter to professional wrestler Eddie Guerrero’s family and was eager to take part in the revision process so that the letter would not have any mistakes. He independently wrote the letter in his free time and took great care in his final draft. Furthermore, another student was interested in joining the new 6th grade newspaper and was eager to complete her first article for the paper. She worked on the article at home in her free time and submitted it well before the deadline.

Transition and Sentence Quiz. On the morning of November 28, 2005, the students were given approximately 25 minutes to complete a short quiz on the identification of incomplete sentences, run-on sentences, and transitions. The quiz was created by me based upon online grammar quizzes and Step Up to Writing (Auman, 2006; Dowling, 2005; eMints, 2000). There was an error on the quiz. The directions indicate to mark S after “real” sentences while the example given on the quiz uses the letter “Y.” This was clarified with the students prior to the commencement of the quiz. As a result, answers with a “Y” were marked correct. The quiz was administered to 26

students. Four students were absent during the quiz. Results of the quiz reflect only 22 students as the four students who see the resource specialist will not be included in the intervention project.

Table 8. Preliminary student anecdotal observations taken from September through December 2005

Student	Date	Observation
Jay	9-6-05	Student struggles with writing the personal narrative outline. With help, he begins to get the hang of the outline format.
Jay	9-22-05	Student is commended for doing such a wonderful job on the outline. He responds with pride and is eager to continue. Student asks to show work to reading specialist.
Jay	11-16-05	Student asks to go and get his writing outline from the reading specialist's room. He would like to use it on the writing test.
Jenny	9-30-2005	During OCR writing prompt, student uses same idea as personal narrative.
Jenny	11-16-05	Jenny is very focused when writing. She takes great pride in spelling words correctly.
Joe	11-14-05	Since Eddie Guerrero died (WWE) wrestler, Joe has been very interested in writing letters to Eddie's family. I have him write a personal letter to the family. We go through the editing process and he is very engaged.
Joe	12-1-05	Joe asks if he can submit a topic for journal writes. His topic is: If you could be any wrestler who would you be?
Joe	12-8-05	In ELD Joe has chosen Eddie Guerrero for his informational writing piece. Whenever I allow Joe to write on WWE, he is very engaged.
Samantha	11-14-05	Samantha is eager to participate in ELD and is always participating. I have to reprimand her because she keeps calling out answers and other students have not had an opportunity to participate.
Samantha	12-1-05	Samantha asks if she can take her poem home and finish the rough draft for homework.
Sunny	12-1-05	Sunny tends to write in run-on sentences. She is unaware that she is doing this. Could this pattern be related to her home language?
Sunny	12-6-05	During ELD Sunny indicates that she thinks writing is her strength. I look back in cumulative files at CELDT scores – Sunny is Intermediate in comprehension but Advanced in writing.

Quizzes were scored in three separate categories. For sentence completeness, questions 3-15 and 20-22 were scored for a total of 16 points. For run-on sentences, questions 16-19 were scored and worth four points. Questions 1 and 2 were omitted from grading because they were example problems. Questions were marked either correct or incorrect. Incorrect problems were checked wrong. For the transition portion of the quiz, scores were given for those transitions that were correctly identified. If students identified other words that were not transitional, quiz scores were not affected. However, it was noted if students marked their papers excessively.

The quiz results indicate that students are capable of distinguishing a complete sentence from an incomplete sentence. Seventeen of 22 students were able to identify the complete sentences more than 50% of the time. However, the data indicate that the students do not understand what constitutes run-on sentences. Only 10 of 22 students were able to identify run-on sentences 50% or more of the time. For the transition

portion of the quiz, the data suggest that students are unable to identify transitions in writing. Only nine of 22 students were able to identify the transitions in the paragraphs more than 50% of the time. This does not reflect the number of words that were circled by the students that were not transitions. A representative sample of the quiz can be found in Appendix D.

RATIONALE

Lucy Calkins writes, “Writing does not begin with deskwork but with lifework” (p. 3, 1994). She believes that instead of coercing a child into a writing program that overemphasizes correct grammar and spelling, children should be encouraged to write in an environment that requires little risk. Writing should be about events that occur in a child’s life and should incorporate feelings, emotions, and observations into these writing pieces. Creating a friendly environment that engages a child in meaningful writing will create an intrinsic desire within the child to improve his or her writing skills. One way to encourage meaningful writing is through a “genre study” rather than by writing through isolated topics (Calkins, 1994). A genre study provides students with ample time to study and understand a style of writing, as well as to develop their writing skills within that style. When students are provided with enough time to experience writing within their own environments, they will not feel threatened by the constraints a scripted writing program places upon them.

Process writing, or the idea that you can learn how to write by writing, allows children to select the topic they would like to write about. This can be a daunting idea given today’s pressures of state and district assessments. Many of the current curriculum programs available to teachers isolate rather than integrate the academic disciplines. As a result, many teachers forgo detailed writing instruction because of its lack of emphasis on standardized assessments. What writing instruction that does occur is isolated to specific genres targeted by district writing assessments, or emphasized only in preparation for the statewide assessments given in fourth and seventh grades. For students to develop as writers, they need many opportunities to write and practice, not just those provided for test preparation. With the limited amount of time teachers have to dedicate to writing instruction, process writing may seem like a risky way to teach writing given that it may not specifically address those genres seen on state and district assessments.

Step Up to Writing is a writing approach that was created by Maureen Auman, a middle school teacher who felt these time and testing pressures (Auman, 2006). Auman was looking for a way to teach children how to write in a manner that would allow them to create organized, well-developed pieces quickly. She developed Step Up to Writing (formerly titled *Read-Write Connection*) as a writing approach that would mainstream the writing process and clarify for students what specific components comprise a well-written piece. The approach is taught through direct instruction. It introduces students to a wide spectrum of writing strategies, such as outlines, accordion paragraphs, and color and symbol coding. Step Up to Writing was designed to help students obtain a “tool box” of writing strategies that would increase student writing achievement.

Critics have claimed that the Step Up to Writing approach can hinder a child’s ability to explore the writing process, in turn producing formulaic rather than creative writing pieces. In a recent Step Up to Writing Workshop (conducted by the California Reading and Literature Project, February 24-25, 2006) titled *Strengthening Your Writing Program: An Independent Training Using the Step Up to Writing Program*, these concerns were addressed through a comparison to Bloom’s Taxonomy. In the Step Up to Writing approach, initial exposure to writing models provide students with a concrete understanding of their application. As more models are introduced and students have repeated exposure to and practice with these models, students are able to develop a more critical understanding of their purpose. They are also able to differentiate between the models and their appropriate uses. This critical understanding can then manifest itself into the uppermost levels of Bloom’s Taxonomy: Synthesis and Evaluation. It is in these levels where students will be able to apply the Step Up to Writing approach to produce original and creative writing pieces.

Both process writing and the Step Up to Writing approach have components that can be beneficial to the development of a student’s writing skills. Process writing often uses personal experiences to teach writing; while Step Up to Writing gives students the organizational tools, which can help them produce well-developed compositions in a timely manner. The dilemma lies in how to meld both programs into one that fosters creativity and interest, but teaches children how to create well-developed writing pieces in a timely manner. This intervention will look at this problem through the following question: *How does scaffolding writing of expository text through a common experience, a model, and a graphic organizer affect student achievement?* Further questions

addressed in this intervention are *how might explicit instruction in the revision process improve writing fluency? Will using a scaffold increase student use of examples and explanations (supporting details) in their writing? How are student perceptions regarding themselves as writers influenced by a common writing experience?*

Assumptions. It is assumed that the students have a general understanding of the Step Up to Writing symbols and color-coding system. It is assumed all students will have the ability to obtain a recipe from home.

Limitations. The intervention looks only at students in one classroom resulting in a small population that was not randomly selected. Due to scheduling conflicts, the intervention was split by a two-week winter break. Students who are absent during mini-lessons will not have opportunities to make up the work due to time constraints. Scoring of writing will be based upon a rubric. The grading will be subjective based upon who uses the rubric.

Definition of terms. The researcher has defined the following terms for the purposes of this paper.

Explicit Instruction. Swanson (2001) defines explicit instruction as a sequence of events that a teacher follows in order to introduce new material. That sequence includes stating the objective, reviewing the skills necessary for understanding the objective, presenting new information, questioning students, and providing an opportunity for students to practice the new information. For the purpose of this paper, direct and explicit instruction will act as synonyms.

Expository Writing. Schleppegrell (2004) places procedural writing within the factual genre, separating it from expository and explanation writing, both analytical genres. She defines procedural writing as writing that “reports a sequence of events.... Directions and instructions are subgenres of procedures (p. 85).” Expository writing is defined by Schleppegrell as writing that “argues why a thesis has been proposed,” while defining explanation writing as writing that “explains and interprets a phenomenon” (p. 85). Piazza (2003) provides a more general definition of procedural writing, or writing that is used to inform, report, or explain. He lumps procedural writing into the expository genre stating that it includes “explanations that are precise and accurate” and “examples that are given to clarify concepts” (p. 293; Piazza, 2003). Piazza identifies one form of expository writing as “how to” writing or writing that explains a process. An example of “how to” writing is recipe writing. For the purpose of this paper, expository writing will

follow the definition set forth by Piazza that includes procedural writing in the category of expository text. Recipe writing will be considered a form of expository writing. This expository writing definition will also encompass Schleppegrell's definition of explanation writing.

Process Writing. Learning Point Associates (2005) and Stone (1995) define process writing as the idea that students learn to write through writing. Calkins (1994) thinks of writing as a continual process that meaning grows from. For the purposes of this intervention, process writing is the process students go through to complete a piece of writing that has personal meaning. Genre studies will be included under the definition of process writing.

Fluency. The 6+1 Trait Writing defines sentence fluency as “the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear” (Northwest Regional Educational Laboratory [NREL], 2001). According to the 6+1 Traits, fluency is best tested by reading the paper aloud. If the writing is fluent it will have “cadence, power, rhythm, and movement” (NREL, 2001). The writing is also free of awkward sentences that cause a reader to stumble when reading aloud. Gardiner and Long (1999) indicate that sentence fluency is created by using long sentences and short sentences in a manner that offer easy readability. For this intervention, sentence fluency will be referred to as fluency. Overall fluency scores will be based upon three criteria: Flow and Rythm, Sentence Structure, and Sentence Length.

Sentence Structure. Sentence structure specifically addresses the use of simple, compound, complex, and compound-complex sentences. It also addresses the use of fragments and run-on sentences.

Sentence Length. Sentence length is the use of a variety of both long and short sentences to balance a piece of writing, producing a clear and easily readable style (StyleWriter, 2006). If too many long sentences are used the writing becomes difficult to read. The use of too many short sentences can create a choppy piece.

Details. A detail is defined as a reason, detail, or fact (Auman, 2006). It is a main idea. A detail is identified as a yellow sentence in the Step Up to Writing model (Auman, 2006). “Yellows” introduce key ideas or concepts in writing and one paragraph can have multiple “yellows” (pp. 2-11; Auman, 2006). Details are typically followed by explanations.

Explanations. Auman (2006) defines an explanation as a specific example, elaboration, or piece of evidence that supports a key idea or detail. It is a supporting detail. In the Step Up to Writing Program, explanations are identified as red sentences. The use of “reds” in a students writing is important for their advancement from a basic to proficient or advanced writer (pp. 2-47; Auman, 2006). An example of red sentences follows. The detail (yellow) is underlined while the explanations (reds) are italicized.

“Large animals like elephants head to rivers to cool off and clean up.
After bathing in the cool water, the elephant powders itself. Elephants use dust as a powder to keep the bugs from biting” (pp. 2-46; Auman, 2006).

DESCRIPTION OF INTERVENTION AND TIMELINE

The intervention took place over the course of seven weeks and included 19 sessions. It occurred immediately after lunch from November 28, 2005, thru February 3, 2006, in the regular classroom. The intervention occurred at least one day per week but did not occur every day due to conflicts with scheduling. The intervention did not occur during the week of December 12, 2005, due to preparations for winter break. Instruction was given to the whole class, and from these lessons, data from 17 of the 30 students in class were collected and analyzed. Of the remaining 13 students, four had IEP’s and were pulled out of class after lunch on Tuesdays and Thursdays. Due to this conflict, the students did not receive all of the instruction offered by the intervention and therefore will not be included in the analysis. The remaining nine students were absent on an assessment day and were excluded from data analysis because there was not enough time to recreate the cooking demonstrations for the students who were absent. The majority of the absences occurred during the post-assessment when a severe cold was being passed through the school. Student writing was analyzed using a rubric created by me using Rubristar, a web-based rubric generation program, and modeled after the school-wide rubric. Four students have been selected for the focus group based upon individual academic need. Data was analyzed individually for these students. Results were compared to the data compiled from the remaining 13 students.

During the intervention, students were introduced to the genre of expository writing through recipes. Expository writing was taught through recipes because it was a simple genre that could be utilized to teach students how to elaborate their writing to

include the use of explanations and examples. This genre could also be used to illustrate the importance of writing fluency, clarity, accuracy, and utility (B. Merino, personal communication, November 2005; Piazza, 2003). During the intervention, students were asked to observe me cooking three of my favorite recipes, “Ants on a Log,” “Spinach Dip,” and “Stuffed Apples.” “Ants on a Log” and “Stuffed Apples” were used for the preliminary and post-writing assessments. “Spinach Dip” was used for the shared writing experience. The students took notes on the lessons and then they were asked to re-create the recipe through writing. As a home school connection, students were also asked to bring a favorite recipe from home. They rewrote this recipe with persuasive evidence for important steps as well as an explanation as to why it was selected. Final drafts of the recipes were collected and bound into a class recipe book, and all students were given a copy. Mini-lessons occurred throughout the intervention on the use of details and explanations, transitions, and the revision process. Components of the Step Up to Writing program (Auman, 2006) were also used throughout the intervention. These include the *Paragraph Planning Sheet*, color-coding and symbol use, and transition lists. Table 9 illustrates the seven-week intervention schedule.

Table 9. Intervention schedule

Monday	Tuesday	Wednesday	Thursday	Friday
11/28	11/29 Preliminary Writing Assessment: Ants on a Log	11/30	12/1	12/2
12/5	12/6 Mini-lesson: Building Block/Analyzing Recipes for Detail I	12/7	12/8	12/9
12/12	12/13	12/14	12/15	12/16
12/19 No School	12/20 No School	12/21 No School	12/22 No School	12/23 No School
12/26 No School	12/27 No School	12/28 No School	12/29 No School	12/30 No School
1/2 No School	1/3	1/4 Whole Class Write Cont./HW: bring recipe/Student Survey	1/5 Whole Class Write: Making Spinach Dip/Model Note Taking	1/6 Whole Class Write: Putting Notes into Outline
1/9	1/10 Whole Class Write: Putting Notes into Outline cont./Put Outline into Paragraphs	1/11 Whole Class Write: Put Outline into Paragraphs cont./Students finish for homework	1/12	1/13 Student Recipe Idea Due/Students Begin Individual Recipe Outline
1/16 No School	1/17 Students Continue Outlines/Some Student Begin Writing 1 st Draft	1/18 Begin Test Pilot of Peer Checklist in ELD/Student Outline Drafts Due/All Students Begin 1 st Draft	1/19 Cont. Test Pilot of Peer Checklist in ELD/Students Work on 1 st Draft	1/20 Mini-lesson on Detail and Explanations/Students Cont. 1 st Draft
1/23	1/24 Students work on 1 st Draft	1/25 1 st Draft Due/Mini-lesson on Peer Editing/Begin Peer Editing	1/26 Peer Editing cont./Mini-lesson on Transitions/Students Begin Final Drafts	1/27 Mini-lesson on Final Checklist/Students Work on Final Drafts
1/30	1/31	2/1 Final Drafts Due/ Post-Assessment Run-On Quiz	2/2 Post-Assessment Writing Prompt: Stuffed Apples/Post Student Survey	2/3 Student Feast/Cookbook Share

Intervention Components and Data Collection. Prior to the intervention beginning, baseline data were collected through a preliminary writing prompt and student survey. Throughout the intervention, informal assessment data were collected during the mini-lessons and at the culmination of the second and third writing prompts. Post-intervention data were collected through a post-writing prompt and student survey, both similar to those administered at the beginning of the intervention. Observational data was collected at all stages of the intervention. The following outlines the individual components of the intervention as well as how data were collected and analyzed.

Writing Prompts. Four writing prompts were given over the course of the intervention. They included the preliminary and post-assessments and two in-the-midst essays, a whole class essay titled “Spinach Dip” and a personal recipe. The recipes used throughout the intervention were selected because they were some of my most memorable foods. Each recipe had a personal story as to why it was a favorite and the meaning behind the recipes was shared at the beginning of the recipe demonstration. Recipes used in the intervention can be found in Appendix E.

Ants on a Log. The first writing prompt was a preliminary assessment titled “Ants on a Log” and took one hour to complete. This recipe was selected because it was something that could be made in the classroom without an oven or microwave and had relatively few steps. Prior to the demonstration, the students were told that after I finished making the recipe, they would then have to write about how to make “Ants on a Log.” The students were allowed to take notes during the demonstration and use a *Paragraph Planning Sheet*. It should be noted that during the demonstration or writing, not all students took notes and no one used a *Paragraph Planning Sheet*. During the demonstration, I told the class why this recipe was personally important to me. After the demonstration was completed, students were then given approximately forty-five minutes to write the recipe. As this was a baseline assessment, students did not receive any support from me during writing. All student work was collected at the end of the forty-five minutes, including any notes or prewriting materials. Recipes written by the students were scored by me using a modification of the school wide rubric. Results were analyzed using descriptive statistics. A sample discussion from the demonstration follows. The discussion is not verbatim as it was written down by the teacher researcher after the lesson occurred. Notes to the reader are in parentheses.

I am going to make “Ants on a Log.” “Ants on a Log” is a special to me because it’s something that my husband always makes for me when we go hiking. It is an easy snack to make and it doesn’t have to be refrigerated. This is important when you are hiking, because you don’t want to take food with you that can make you sick if it’s not refrigerated.

The ingredients I will need include celery stalks, peanut butter, and raisins. Some of the materials that I will need to make “Ants on a Log” include a plate to put the celery on, a butter knife to spread the peanut butter, a cutting knife to cut the celery with, a cutting board to cut the celery on, and some paper towels to clean up my mess. (I held up each item or ingredient for the class to see while I was talking.) Before beginning, it’s important that I wash my hands. It’s important to wash my hands because I do not want to spread any germs. (I washed my hands in the class sink.)

Before I begin cutting the celery, it’s important that I wash all of the dirt off of it so that it doesn’t get into my food. I am just going to use two celery stalks today because I just want to make enough to show you how to make the snack. (I washed the celery in the class sink. At the end of the demonstration, I rewarded the group with the most group points by giving them the “Ants on a Log.”). Now that my celery is washed, I want to make sure that I dry it really well. I want to dry the celery because if it’s wet when I put the peanut butter on it, the peanut butter will become soggy. (The demonstration continued in this manner to the recipe’s completion.)

Spinach Dip. The second writing prompt demonstrated how to make “Spinach Dip” and took approximately two weeks to complete. This recipe was selected because it was something that could be made in the classroom without an oven or microwave but was more complex in both the ingredients and materials required than those in “Ants on a Log.” The purpose of this writing prompt was to provide a common writing experience for the class so that students could practice using the *Paragraph Planning Sheet*. On the first day, the students observed me demonstrate how to make “Spinach Dip” and took notes on the recipe. The demonstration followed the format from the “Ants on a Log”

demonstration with the exception of note taking. During the “Spinach Dip” demonstration, I modeled note taking on poster paper as I cooked. At various times, I would have different students come up to the board and continue taking notes while I continued the demonstration. The purpose of this was to give students an opportunity to demonstrate their note taking skills for the class as well as allow me a chance to see if students were grasping the idea of note taking. When the demonstration was completed, I gave the class approximately ten minutes to sample a batch of spinach dip that I had made the previous night.

On the second day of the “Spinach Dip” lesson, I showed the class three children’s cookbooks. As a class, we discussed how the cookbooks were similar and different. I pointed out to the students that some cookbooks rely heavily on pictures while other cookbooks use only writing to explain the steps in a recipe. As students were looking at the cookbooks, I indicated to them that we would not be writing a traditional recipe, but rather taking a recipe like the one you would find in a cookbook and expanding it into a multi-paragraph essay. I emphasized to students that we wanted to take a recipe and add details to it that would explain why you have to complete certain steps.

Following this discussion, the students and I began to complete the *Paragraph Planning Sheet*. This took approximately two days to complete. Using the class notes, students offered suggestions for the order and reasons for steps. I wrote student ideas down on poster paper in the *Paragraph Planning Sheet* format as students participated in the discussion. Students were not required to write down anything during this portion of the lesson. Once the *Paragraph Planning Sheet* was completed, I transcribed the class notes onto 8½ x 11 *Paragraph Planning Sheet* and provided each student a copy (Appendix F). For the rest of the week the students and I transferred the *Paragraph Planning Sheet* into paragraph form using the *Paragraph Planning Sheet* as a guide. Students provided the directions for the recipe as I recorded them on poster paper. Due to the length of time this required to complete, the students finished putting the recipe into paragraph form for homework. An example of work completed during this segment can be found in Appendix G.

Personal Recipe. For the third writing prompt, students were asked to talk with their families about their favorite recipes. Students brought in one recipe from home and rewrote this recipe over the course of three weeks. Students were asked to provide

persuasive evidence for why particular steps in the recipe were important. They were also asked to use variety in their transitions. The students completed peer editing with a partner, revised their recipes, and created final drafts. The final drafts were published in a class cookbook and all students received a copy of the class cookbook. The importance of including the class cookbook was based upon the ideas of Calkins (1994) and Piazza (2003). Calkins indicates that students care about writing when it is made personal. Piazza believes that creating a class publication on “how to” compositions can illustrate writing’s shared academic and utilitarian purposes. By having the students share their recipes with one another through a class cookbook, the purpose of writing was individualized and made meaningful. To celebrate the students’ writing and the completion of the intervention, students were asked to bring the food they wrote about during the third writing prompt to class on February 3, 2006. Students had the opportunity to present their dish to the class and each student had an opportunity to sample the food.

Stuffed Apples. The final writing prompt was the post-assessment titled “Stuffed Apples” and took one and a half hours to complete. The time was increased from the preliminary to post-assessment to accommodate for student use of the *Paragraph Planning Sheet*. This recipe was selected because it was something that could be made in the classroom without an oven or microwave, had relatively few steps, and was similar to the preliminary assessment. Prior to the demonstration, the students were told that after I finished making the recipe, they would then have to write about how to make “Stuffed Apples.” The students were allowed to take notes during the demonstration and use a *Paragraph Planning Sheet*. The demonstration followed the format from the “Ants on a Log” demonstration. At the end of the demonstration, each student had the opportunity to sample “Stuffed Apples.” Students were given the revision checklist for self-editing and revision of their writing. The revision checklist was introduced during a mini-lesson and it will be addressed in the section titled *Mini-Lessons*. It should be noted that during the demonstration and writing, approximately 14 out of 17 students took notes and 12 out of 17 students used the *Paragraph Planning Sheet*. Students did not receive any support from the teacher during writing, as this was the post-assessment. Recipes written by the students were scored by me using the same rubric used for the pre-assessment. Results were analyzed using descriptive statistics.

Mini-Lessons. Immediately following the pre-assessment and while students worked on the “Spinach Dip” and personal recipe prompts, mini-lessons were given. The mini-lessons targeted specific writing skills students were struggling with based upon observational data collected during class time as well as review of student work. Although data were collected during this time, analysis of the results took place in the midst of the intervention. The results were then used to support the creation of mini-lessons that would help strengthen student writing development.

Building Blocks/Analyzing Recipes for Detail. On December 6, 2005, students completed a mini-lesson on the importance of clear details. Students were separated into groups of two and given a bag of wooden blocks. The students separated the blocks into two equal piles and then placed a divider between their desks. Student A was given one minute to build an object of his or her choice with the blocks. After the one minute had elapsed, Student A then had four minutes to give Student B verbal directions on how to build the object. The students could not show each other their pieces of wood and could not use colors to describe the blocks. After the four minutes had elapsed, the students took down the divider and showed each other their objects. The partners then switched and repeated the activity. After the lesson, I led a discussion on what worked and did not work when giving oral directions and recorded student ideas on the poster paper. Table 10 illustrates what the students brainstormed as a class. Lucy Calkins (1994) indicates the importance of connecting the ideas presented in mini-lessons to student writing. As such, after the activity was completed, I asked student to identify the items on their list that can affect their writing. These items are illustrated by italics in Table 10. The students were then given two recipes to analyze for detail (Appendix H). Once the students determined the recipe that provided the clearest directions, they had to write a persuasive paragraph explaining their choice. The students were asked to provide specific examples to support their answer.

Review of the students’ responses to the two recipes revealed that many students indicated length as an indicator of a better writing piece. For instance, one student indicated Recipe B was better because “they wrote more to have a better recipe.” I felt it necessary to clarify with students that more writing does not always mean a better writing piece. To do this, I initiated a class discussion on writing length in terms of recipes. I pointed out to students that, traditionally, a recipe is not written in paragraph form with evidence given for each step. Instead, a recipe is often very short and includes only the

necessary steps written in a logical order that will help you recreate the dish. I reminded students that we were not writing a traditional recipe, but rather trying to learn how to provide more evidence to support our writing. In this case, if we had to choose between our recipe and a traditional recipe we would most likely pick the traditional recipe as the better recipe. To conclude this conversation, I told the students that a good recipe tells you exactly what you need to do and does not leave out important steps or quantities of ingredients.

Table 10. Student ideas on what worked and did not work when giving oral directions. Italicized ideas were circled by the teacher during the discussion on what items could affect their writing.

What Worked	What Didn't Work
<i>Clear explanations</i>	Not saying colors
Listening carefully	<i>Explanation's weren't clear</i>
<i>Easy directions</i>	Not following directions
<i>Specific vocabulary</i>	Didn't know where to put shapes
Communication	<i>Describing words weren't specific</i>
Hand signals	
Strategy – make simple	

Details and Explanations. Preliminary data suggested that students had difficulty identifying the difference between the Step Up to Writing terms “detail” and “explanation.” To address this confusion, I gave a mini-lesson on January 20, 2006, while students were working on the third writing prompt. Two essays were selected from the students’ work created in the pre-assessment (Appendix I). The work was transferred to overheads and I led the class in a discussion of the use of “details” and “explanations.” I explained to the class that a detail is like a statement. In order to state something authors need to support their claim with evidence. I then asked students to identify a detail in the sample writing. After a detail was identified, I asked students to identify an explanation. If students could not find an explanation, they were asked to create one. I then added the suggested explanation to the student work with an overhead pen. After the lesson occurred, I recorded notes from the lesson. A sample of the discussion created by the mini-lesson follows. The discussion is not verbatim because I wrote it down after the lesson occurred.

Teacher: Can anyone identify a detail in the writing?

Student 1: Yes. They say to “...take your celery wash it really good.”

- Teacher:* You're right. Good. Do they offer an explanation as to why? Do tell us why you have to do this?
- Student 2:* They say "...so there's not any dirt in the cracks."
- Teacher:* (Puts up a second writing sample) Can you find another example of a detail?
- Student 3:* (calls out) "You should wash the celery well then dry it off with a paper towel."
- Teacher:* Yes. Does the writer tell us why you have to do this? Do they offer an explanation?
- Student 2:* No.
- Teacher:* Can we think of an explanation? Does anyone remember why you have to dry the celery off?
- Student 4:* So it won't make your peanut butter soggy.
- Teacher:* Good. Let's add that explanation. (Teacher writes "You have to dry the celery because if you don't the water will make your peanut butter soggy.")

Revision Process – Peer Editing. Students were provided with a checklist for the peer revision process that occurred during the editing revising phase used on the third writing prompt. The checklist provided students with guidance when editing their partner's writing. The checklist was created by me and was based upon a checklist created by Palmer, Hafner, Sharp (1994). Prior to using the checklist during the intervention, seven students in my daily ELD group had the opportunity to test the checklist by using it on a peer's procedural essay. The procedural essay was a writing piece that the EL students were working on during ELD. Students had the opportunity to offer suggestions on how to improve it or make the checklist easier to use. The checklist was then modified to account for the students' suggestions. The checklist was designed to be used over the course of two days (per the EL student's suggestions).

On January 25, 2006, students were given the peer-editing checklist. Students were grouped into pairs based on who would work well together. On the first day, students edited a peer's paper for fluency, correct grammar, and correct punctuation. On the second day, students edited the same peer's paper for the use of details and explanations, topic sentences, and conclusions. Students used a highlighter, pen, and

green, yellow, red, and blue crayons during editing. Students were asked to highlight any sentences or words that caused them to stumble when reading the paper aloud. They used the pen for grammatical corrections. Green, yellow, and red crayons were used to underline conclusions and topic sentences (green), details (yellow), and explanations (red). The blue crayon was used for any additional suggestions. This color was added based upon suggestions from students in the ELD group. Color-coding was used because the *Step Up to Writing* program uses a color coding system for details, explanations, topic sentences, and concluding sentences. A student sample with color coding completed by the peer editor can be found Appendix J.

The checklist was introduced to the class in a manner similar to that of the Details and Explanations Mini-lesson. Two samples were taken from students' current drafts of the third writing prompt and were transferred to overheads. I led the class in a discussion regarding how to use the checklist. On day one, I modeled the first day's checklist and on day two, the second day's checklist was discussed. Following the format of the *Details and Explanations Mini-Lesson*, I used student work to illustrate each component of the checklist and students were asked to participate in the whole class editing process by providing suggestions on when to highlight and what sentences to underline in crayon. Students also offered suggestions on grammatical errors. Students were instructed to turn in the peer checklist with their final drafts. (Please see Appendix K for the Checklist forms for Day 1 and Day 2.)

Transitions. On January 26, 2006, prior to beginning the final drafts of the third writing prompt, I led a mini-lesson on the use of transitions. As a whole class, students brainstormed different transitions that could be used in writing. I recorded these transitions on the board, in a manner similar to the *Details and Explanations Mini-Lesson*, and led the class in a discussion of embedded transitions. Student work was analyzed on the overhead as students identified transitions in the writing. Student examples of embedded transitions as well as repetitive uses of transitions such as "then," and "next," and enumerative transitions such as "first," "second," and "third" were illustrated in the discussion.

Revision Process – Final Checklist. On January 27, 2006, a final checklist was given to students to use of the final drafts of the third writing prompt. The checklist was a shorter version of the peer-editing checklist. The students were told that the final checklist was a way to check their final draft before turning them in. I modeled the use

of the final checklist during a mini-lesson that had a similar format to that of the *Details and Explanations Mini-lesson*. Current students' work was transferred to overheads and the students and teacher followed the checklist as they edited the samples. Students were asked to paperclip the final checklist to their final drafts before turning in. Please see Appendix L.

Student Surveys. A short survey was administered both prior to and immediately following the intervention. The survey was taken from Bottomley, Henk, Melnick (1997). Unlike during preliminary data collection, the survey was given in its entirety and scored based upon the authors' suggestions. The purpose of the survey was to see if students' perceptions regarding themselves as writers changed over the course of the intervention. Please see Appendix M for a sample survey.

Observations. "In the Midst" observations were made on the students in the focus group during each activity. The observations focused on how well the focus group students used the graphic organizers, critically reviewed their drafts, and how engaged they were in the writing process. Additional observations were taken on other students in the class if their actions or behavior was pertinent to the intervention.

RESULTS

Pre- and Post-Assessment Writing Prompts. The pre-assessment writing prompt was given on November 29, 2005, on "Ants on a Log." The post-assessment writing prompt was given on February 2, 2006, on "Stuffed Apples." The recipes written by the students during the pre- and post-assessments were scored by me using a four-point rubric. The rubric was modeled after the Oak School rubric with modifications made by me to better accommodate the intervention writing goals (transitions, fluency, and details/explanations). The rubric used for the intervention can be found in Table 11. The Oak School rubric can be found in Appendix B. During scoring, each paper was read two times by me. The first reading was aloud in order to determine overall Flow and Rhythm. The second reading was a critical reading. During the critical reading, points were awarded for each category on the rubric. Students received a score from 1 through 4 for each category. Once points were awarded in each category, an overall score for the paper was calculated by taking an average score for all categories.

Results were analyzed using qualitative and quantitative analysis. Both the preliminary and post-assessment results were analyzed using descriptive statistics. The

subgroup was included in the statistical analysis for the whole class score. The subgroup statistical analysis was based upon the scores from the four students in the subgroup. Overall scores for students in the subgroup were compared to the median class overall score. The subgroup's raw scores for the rubric categories Details and Explanations and overall writing fluency were compared to the class's median raw scores in these categories. Scores for Sentence Structure, Flow and Rhythm, and Sentence Length were combined in order to determine overall writing fluency.

Table 11. Recipe rubric used to score the pre- and post-assessments. Students received a score for each category. These scores were then averaged for the student’s overall score. Categories highlighted in gray are those categories that were analyzed separately, in addition to the analysis of the overall score. Student models are illustrated in italics. Teacher researcher notes are in bold italics. The rubric was created using Rubristar.

CATEGORY	4	3	2	1
CONVENTIONS				
CAPITALIZATION <i>“first take your knife and cut the middle out of the Apple.”</i> Capitalization errors were marked by the teacher researcher. Total errors were counted and then a score was applied. This sample has two capitalization errors.	Writer makes no errors in capitalization, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization, but the paper is still easy to read.	Writer makes a few errors in capitalization that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization that catch the reader's attention and greatly interrupt the flow.
GRAMMAR <i>“You need all the item and food.”</i> Grammatical errors were marked by the teacher researcher. Total errors were counted and then a score was applied.	Writer makes no errors in grammar that distract the reader from the content.	Writer makes 1-2 errors in grammar that distract the reader from the content.	Writer makes 3-4 errors in grammar that distract the reader from the content.	Writer makes more than 4 errors in grammar that distract the reader from the content.
PUNCTUATION <i>“If you are hungry don’t pick up a bag of chips get up and start making stuffed apples.”</i> <i>“Then cut through the middle of the apple and take the seeds.”</i> Punctuations errors were marked by the teacher researcher. Total errors were counted and then a score was applied. The two samples show common errors in comma use.	Writer makes no errors in punctuation, so the paper is exceptionally easy to read. More advanced punctuation is attempted and is usually correct. Commas are used correctly.	Writer makes 1 or 2 errors in punctuation, but the paper is still easy to read. Commas are generally used correctly.	Writer makes a few errors in punctuation that catch the reader's attention and interrupt the flow. Commas are rarely used correctly.	Writer makes several errors in punctuation that catch the reader's attention and greatly interrupt the flow. Commas are not used correctly.
SPELLING <i>If students continuously spelled the same word wrong, this was only counted once.</i>	Writer makes no errors in spelling.	Writer makes 1-2 errors in spelling.	Writer makes 3-4 errors in spelling.	Writer makes more than 4 errors in spelling.
ORGANIZATION				
TOPIC	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. A title is present.	Main idea is clear but the supporting information is general. A title is present.	Main idea is somewhat clear but there is a need for more supporting information. A title is present.	The main idea is not clear. There is a seemingly random collection of information. There is no title.

CATEGORY	4	3	2	1
ORGANIZATION	Steps are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Steps are placed in a logical order, but the way in which they are presented distracts the reader.	Some steps are not in a logical or expected order, and this distracts the reader.	Many steps are not in a logical or expected order. There is little sense that the writing is organized.
DETAILS AND EXPLANATIONS	<p>Details are frequently given and persuasive evidence is offered to explain why steps are required. All steps are present.</p> <p><i>“Before you start to continue the recipe, please wash your hands so you don’t spread any germs. Also wash your apples because you don’t want to eat apples with pesticides on them. If you don’t wash the apples and you eat them you can get sick. Here are the steps to continue the recipe. Grab your apple and place it on the cutting board to begin the recipe. Pick up your cutting knife and cut a big hole inside the apple to put your almonds and peanut butter inside. Be careful with the knife because you can cut yourself. Be sure to take out all your seeds so you don’t choke when your eating.”</i></p> <p>All steps are present and explanations are given to explain the steps and persuade the audience.</p>	<p>Some details are given and explained. All steps are present.</p> <p><i>“once you do you’re your hands cause you don’t want to spread germs. Another thing you have to wash is the apples because apples have pesticides on them. Now to start. First you have to core the apples. Grab the knife and go in a circle around the core. It doesn’t have to be perfect. When your done, throw away the core.”</i></p> <p>Student fails to explain why you core the apple, why you throw your core away, and why it doesn’t have to be perfect. However, all steps are present.</p>	<p>Few details are given but all steps are present.</p> <p><i>“The steps are, first wash your apples. Then get your sharp knife and cut the center of the apples out. Remember to be careful cutting the apples.”</i></p> <p>Student fails to explain the steps but all steps are present.</p>	<p>Few details are given and not all steps are present.</p> <p>Student skips steps and fails to explain the steps.</p>
PARAGRAPHS <i>A paragraph was determined to be at least approximately sentences long.</i>	The writing is longer than 4 paragraphs.	The writing is 4 paragraphs long.	The writing is 2-3 paragraphs long.	The writing is just a few sentences long.
SENTENCE CONSTRUCTION AND VARIETY				
FLOW AND RYTHM <i>To determine flow and rhythm, the teacher read the paper aloud. Any awkward sentences were highlighted. Awkward sentences were considered to be those sentences that the reader had to pause for during reading due to poor sentence structure, or when the reader stumbled over difficult word order. Repeated spelling mistakes that caused the reader to slow down were also highlighted.</i>	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward or repetitive, distracting the reader from the message of the text.

CATEGORY	4	3	2	1
<p>SENTENCE LENGTH</p> <p><i>Sentence length is the use of both long and short sentences to balance a piece of writing, producing a “clear and readable style” (Neilson, 2006). If too many long sentences are used the writing becomes difficult to read. The use of too many short sentences can create a choppy piece.</i></p>	<p>Every paragraph has sentences that vary in length.</p> <p><i>“First wash your hands because you don’t want to spread germs. You want to wash your hands to get rid of oils and bacteria on you. Now, wash the apples incase of pesticides. You don’t want to eat bug spray.”</i></p>	<p>Almost all paragraphs have sentences that vary in length.</p> <p><i>“Before you do anything you need to wash your hands. Next you wash your apples to get of the pesticide. Take off the labbles that are on the apples. Cut the cores out of the apples with the sarp knife. Make sure you don’t cut yourself. Now put the apples aside. You can now cut your almons. You can have as many as you want.”</i></p>	<p>Some sentences vary in length.</p> <p><i>“First wash the apples because you dont want the pesticides on it. Next coarsely chop the almonds. Then chop the center out of the apples.”</i></p>	<p>Sentences rarely vary in length.</p> <p><i>“First you need to wash your hands. Then get a parents permission. Then make sure you have the materials.”</i></p>
<p>SENTENCE STRUCTURE</p> <p><i>Sentence structure specifically addresses the use of simple, compound, complex, and compound complex sentences. It also addresses the use of fragments and run-on sentences.</i></p>	<p>All sentences are well constructed with varied structure.</p> <p><i>“If you are hungry don’t pick up the bag of chips get up and start making stuffed apples. But first you have to have all of the ingredients and materials. Once you do wash your hands cause you don’t want to spread germs. Another thing you have to wash is the apples because apples have pesticide on them.”</i></p>	<p>Most sentences are well constructed with varied structure.</p> <p><i>“Im going to teach you how to make stuffed apples. They are nutritious and tastes great. The alonds are good if you don’t have time for a meal. Apples have vitameans and meinarals that help your body. Even the peanut butter is good for the vitman e.”</i></p>	<p>Most sentences are well constructed but have a similar structure.</p> <p><i>“Stuffed apples is very good for you. It is nutritious and delious. It is like a apple from heaven. It tastes so good. You’ll die for it. Get prepared to cook.”</i></p>	<p>Sentences lack structure and appear incomplete or rambling.</p> <p><i>“Snack, its good for snack, it’s a healthy snack.”</i></p> <p><i>“After that you need Peanut Butter but for the butter you might need a plastic knife because it smears much easier, and fill in between the celery with Peanut Butter.”</i></p>
<p>TRANSITIONS</p>	<p>A variety of thoughtful transitions are used. They clearly show how ideas are connected. The author uses imbedded transitions.</p> <p><i>“Be sure to take out all your seeds so you don’t choke when your eating. Now that you are done with that, set your apples aside. Place your almonds on the board and continue to cut them coarsely so you can taste them.”</i></p> <p><i>The transitions are varied and imbedded in the text.</i></p>	<p>Transitions clearly show how ideas are connected, but there is little variety. The writer repeatedly uses transitions such as then, next, because, after, later.</p> <p><i>“Then I stuff it with peanut butter, then I put marshmallow and raisins all over it, then I eat it.”</i></p> <p><i>The student uses advanced transitions but uses them repeatedly with little variation.</i></p>	<p>Some transitions work well; but connections between other ideas are fuzzy. The writer depends on and, but, so, first, second, third, etc.</p> <p><i>“First you get raisins. Second you get peanut butter. Third slice the celery. Forth wash good. Fifth cut one cm off end. Six cut one in off top.”</i></p> <p><i>The student depends on numerical transitions.</i></p>	<p>The transitions between ideas are unclear or non-existent.</p> <p><i>“...take out your peanut butter and put peanut butter on it and make sure you put it in the middle and put your raisin in the middle....”</i></p> <p><i>The sentence has no brakes between ideas other than the word and.</i></p>
<p>VOCABULARY</p>	<p>Writer uses vivid words and phrases that linger or draw pictures in the reader’s mind, and the choice and placement of the words seems accurate, natural, and not forced.</p> <p><i>“The apples are nutrsious and the peanut butter and almonds have a lot of protein. This healthy snack is an easy snack to take on picnics and hikes.”</i></p>	<p>Writer uses vivid words and phrases that linger or draw pictures in the reader’s mind, but occasionally the words are used inaccurately or seem overdone.</p>	<p>Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.</p> <p><i>“Take your peanut butter and scoop it out with a spatula. Put it into your little bowl and add your almonds into it. Mix it all up and do that with your spoon. Also with your spoon stuff the peanut butter and almonds into the apples.</i></p>	<p>Writer uses a limited vocabulary that does not communicate strongly or capture the reader’s interest. Jargon or clichés may be present and detract from the meaning.</p> <p><i>“Cut out the core of the apple then push it out of the bottom. Stick the apples on a plate.”</i></p>

Student Achievement. The class’s overall results as compared to the subgroup’s overall results are illustrated in Table 12. Table 13 illustrates the conversion of the four-point scale to report card grade scores. Overall the class median increased from a 2.69 (below basic) on the preliminary assessment to 2.92 (basic) on the post-assessment. This was an 8.6% increase in median score.

Table 12. Subgroup and whole class results on the pre- and post-writing assessments. Writing was scored on a four-point scale.

Measures of Central Tendency	Pre-Assessment "Ants on a Log"		Post-Assessment "Stuffed Apples"	
	Whole Class Overall Score	Subgroup Overall Score	Whole Class Overall Score	Subgroup Overall Score
Mean	2.67	2.60	2.96	2.54
Median	2.69	2.66	2.92	2.70
Mode	2.54, 3.08	None	2.69, 3.23	None

Table 13. Rubric scores as compared to the report card scores.

Rubric Score	Grade Reporting Score
3.60 – 4.00	Advanced (above grade level)
3.21 – 3.60	Proficient (at grade level)
2.81 – 3.20	Basic (almost meeting grade level standards)
2.41 – 2.80	Below Basic (below grade level)
0 – 2.40	Far Below Basic (far below grade level)

On the pre-assessment (“Ants on a Log”), Jenny and Jay scored below the class median of 2.69 (Table 14). Jenny scored 2.37 (0.32 below the median; far below basic) on the assessment and Jay scored 2.00 (0.69 below the median; far below basic). Jay had the lowest score out of any student in the class on the pre-assessment. Samantha scored 0.08 points above the median with an overall score of 2.77 (below basic). Joe scored 3.08 on the pre-assessment (0.39 above the median; basic). Joe had the highest score in the class on the pre-assessment.

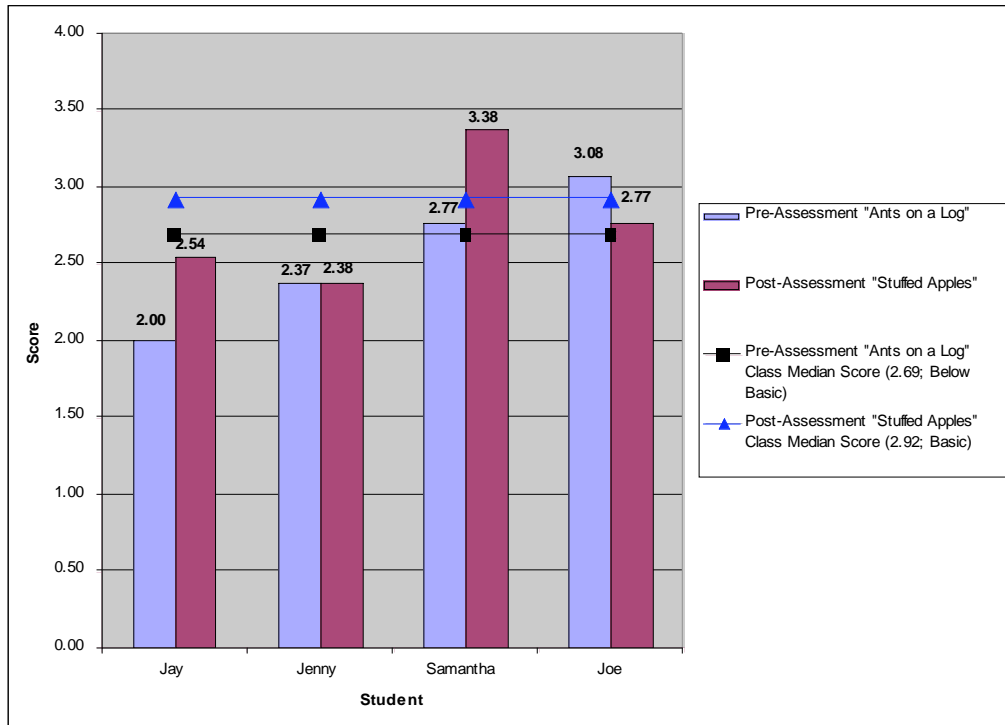
Three of the four students in the subgroup increased their overall scores on the post-assessment (“Stuffed Apples”; Table 14). On the post-assessment, Jay increased his overall score by 0.54 (27%), from 2.00 to 2.54 (below basic). Samantha had an increase in score, 1.26 (22%), giving her a final score of 3.38 (proficient). This was the third highest score in the entire class. Joe decreased by 1.08 (10%) to a final score of 2.77. He declined from basic to below basic. Joe had originally fallen within the top range of the

class in terms of overall score. By the final assessment, he had fallen to the mid-range. Jenny increased her score on the post-assessment, although the increase was less than 0.4% (0.01). Jenny had the lowest score in the class on the post-assessment and remained bar below basic. Figure 3 illustrates the students' scores in the subgroup as compared to the class median on both the pre- and post-assessments.

Table 14. The subgroup's individual overall scores on the pre- and post- writing assessments. Writing was scored on a four-point scale.

Student	Pre-Assessment "Ants on a Log"	Post-Assessment "Stuffed Apples"	Growth
Jay	2.00	2.54	+0.54 (27%)
Jenny	2.37	2.38	+0.01 (0.4%)
Samantha	2.77	3.38	+0.61 (22%)
Joe	3.08	2.77	-0.31 (10%)

Figure 3. The subgroup's individual scores on the pre- and post- writing assessments as compared to the class median score. Writing was scored on a four-point scale.



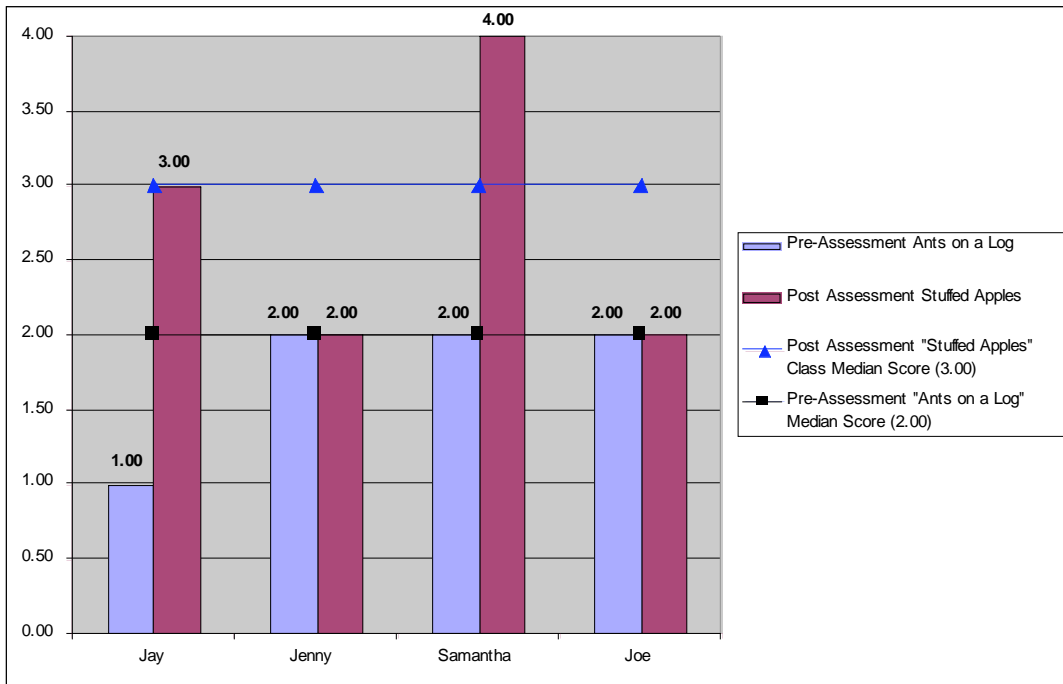
Use of Details and Explanations. On the pre-assessment, Jay received a score of one on the use of details and explanations. This was one point below the class median of two and it was the lowest score on the rubric. Jenny, Samantha, and Joe all scored two, the median score, on the use of details and explanations. On the post-assessment, Jay received a score of three. This was a two-point increase over his pre-assessment score,

and his score was equivalent to the median score for the class. Samantha received a score of four on the use of details and explanations. This was a two-point increase over her pre-assessment scores, and it was the highest score a student could receive on the rubric. Jenny and Joe did not show improvement in the use of details and explanations in their writing. They both scored two in this category, one point below the class median on the post-assessment. Table 15 and Figure 4 illustrate these results.

Table 15. The subgroup's raw scores for both the pre- and post-assessments for the category of Details and Explanations. The class median scores for each category are illustrated in the last row.

Student	Preliminary Assessment "Ants on a Log"	Post-Assessment "Stuffed Apples"
Jay	1	3
Jenny	2	2
Samantha	2	4
Joe	2	2
<i>Class Median Score</i>	2	3

Figure 4. The subgroup's Details and Explanation scores on the pre- and post- writing assessments.



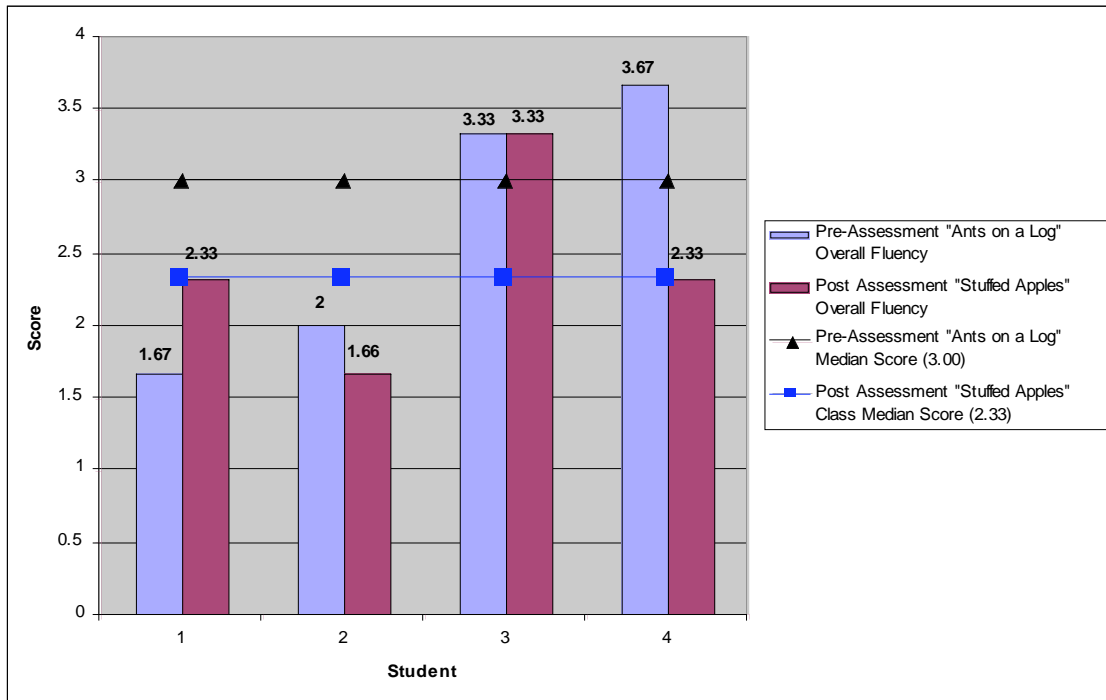
Overall Writing Fluency. Overall, the class median score declined from the pre-assessment to the post-assessment. The pre-assessment median score was 3.00 while the post-assessment score was 2.33. This was a 22% decrease. Within the subgroup, Jay was the only student who showed an increase in writing fluency. Jay's pre-assessment score (1.67) increased by 40% on the post-assessment to 2.33. There was no change in

Samantha’s pre- and post-assessment scores (3.33). Both Jenny’s and Joe’s scores declined from the pre- to post-assessment. Jenny’s pre-assessment score was 2.00. This declined 17% to 1.66. Joe’s pre-assessment score was 3.67. This declined by 37% to 2.33 on the post-assessment. Table 16 and Figure 5 illustrate these results.

Table 16. The subgroup's Overall Writing Fluency raw scores for both the pre- and post-assessments. Overall Writing Fluency is the average score on Sentence Structure, Flow and Rhythm, and Sentence Length. The whole class median scores for each category are illustrated in the last row.

Student	Preliminary Assessment “Ants on a Log”				Post-Assessment “Stuffed Apples”			
	Sentence Structure	Flow and Rhythm	Sentence Length	Overall Fluency	Sentence Structure	Flow and Rhythm	Sentence Length	Overall Fluency
Jay	2.00	2.00	1.00	1.67	2.00	3.00	2.00	2.33
Jenny	2.00	2.00	2.00	2.00	1.00	2.00	2.00	1.66
Samantha	2.00	4.00	4.00	3.33	3.00	3.00	4.00	3.33
Joe	3.00	4.00	4.00	3.67	2.00	3.00	2.00	2.33
<i>Whole Class Median Score</i>	<i>2.00</i>	<i>4.00</i>	<i>3.00</i>	<i>3.00</i>	<i>2.00</i>	<i>3.00</i>	<i>2.00</i>	<i>2.33</i>

Figure 5. The subgroup’s overall fluency scores on the pre- and post-writing assessments.



Student Survey. A survey was given to the entire class both before and after the intervention. The survey was taken from Bottomley, Henk, Melnick (1997). The purpose of the survey was to see if students’ perceptions regarding themselves as writers

changed over the course of the intervention. The survey was based upon Banura’s work (1977, 1982) that theorized that a student’s writing growth is affected by perceived self-efficacy (Bottomley, Henk, Melnick, 1997). The survey was given in its entirety and was scored based upon criteria set forth in Appendix B of Bottomley, Henk, Melnick (1997). Students were scored in five categories: General Progress, Specific Progress, Observational Comparison, Social Feedback, and Physiological State. (See Appendix M for a sample student survey.) Table 17 illustrates the meaning of each category. Individual scores were compared to the norming data provided by the authors. If a student scored below more than one standard deviation of the standardized mean, the student is considered to have a low self-perception as a writer. If a student’s score exceeded the mean by more than one standard deviation, the student has a desirable self-perception as a writer.

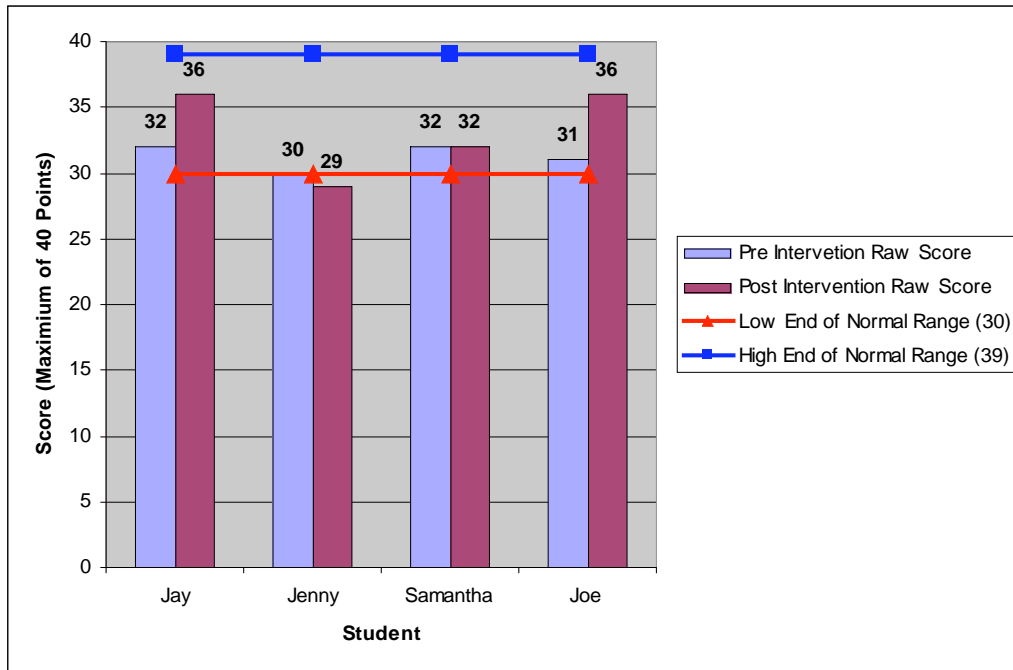
Table 17. Descriptions of the categories in the *Writer’s Self-Perception Scale* as defined by Bottomley, Henk, and Melnick (1997)

Category	General Description
General Progress	How a student’s perception of his or her present writing performance compares with past achievements (e.g., “Writing is easier than it use to be for me.”).
Specific Progress	How a student’s perception of his or her present writing performance compares with past achievements on writing focus, clarity, organizations, style, and coherence (e.g., “My sentences stick to the topic better now.”).
Observational Comparison	How a student perceives his or her writing in relation to the writing of peers.
Social Feedback	What a student thinks about his or her writing in regards to teacher, classmate, and family input (both direct and indirect).
Physiological State	Internal feeling that a student has when writing.

The preliminary survey was administered on January 4, 2006, and the post-survey was given on February 2, 2006. In terms of General Progress, or students’ perceived writing performance as compared to their past achievements, all students scored within normal ranges on the pre-intervention survey except for Jenny. Jenny received a score of 29, which fell one standard deviation below the national mean of 30. On the post-intervention survey, all students fell within the normal ranges. Jay and Joe both increased their scores. Joe increased from 31 points to 36 points (5 point increase), while Jay increased from 32 to 36 (4 point increase). Samantha’s score did not change, remaining

at 31. Jennifer score increased by one point to 30, the national mean. Please see Figure 6.

Figure 6. Results from the pre- and post-survey regarding General Progress, or the students' perceived writing performance as compared to their past achievements



On the pre-intervention survey, all students but Jenny scored within the normal range for Specific Progress, or students' perceived performance in comparison to their past achievements on writing focus, clarity, organization, style, and coherence. Jenny received a score of 19, five points below the normal mean of 24. On the post-intervention survey, there was no change in scores for both Samantha and Joe. Jay increased his score from 25 to 27, a two-point increase. Jenny's score also increased by one point. She was, however, still below the normal mean. Please see Figure 7.

On the pre-intervention survey, only Joe and Jay scored within the normal range for Observational Comparison, how a student perceives his or her writing in relation to his or her peers. Joe received a score of 27, four points above the low end of the normal range (23). Jay received a score of 26, three points above the low end of the normal range (23). Both Jenny and Samantha scored one point below the normal range, each receiving a score of 22. On the post-intervention survey, all students except Joe scored within the normal range. Jay received a score of 25, one point lower than his pre-intervention survey score. Jenny received a score of 25, three points above her pre-intervention survey score. Samantha received a score of 24, two points above her pre-

intervention survey score. Joe’s score declined five points on the post intervention survey to 21. This was below the normal range. Please see Figure 8.

Figure 7. Results from the pre- and post-survey regarding Specific Progress, or students’ perceived performance in comparison to their past achievements on writing focus, clarity, organizations, style, and coherence

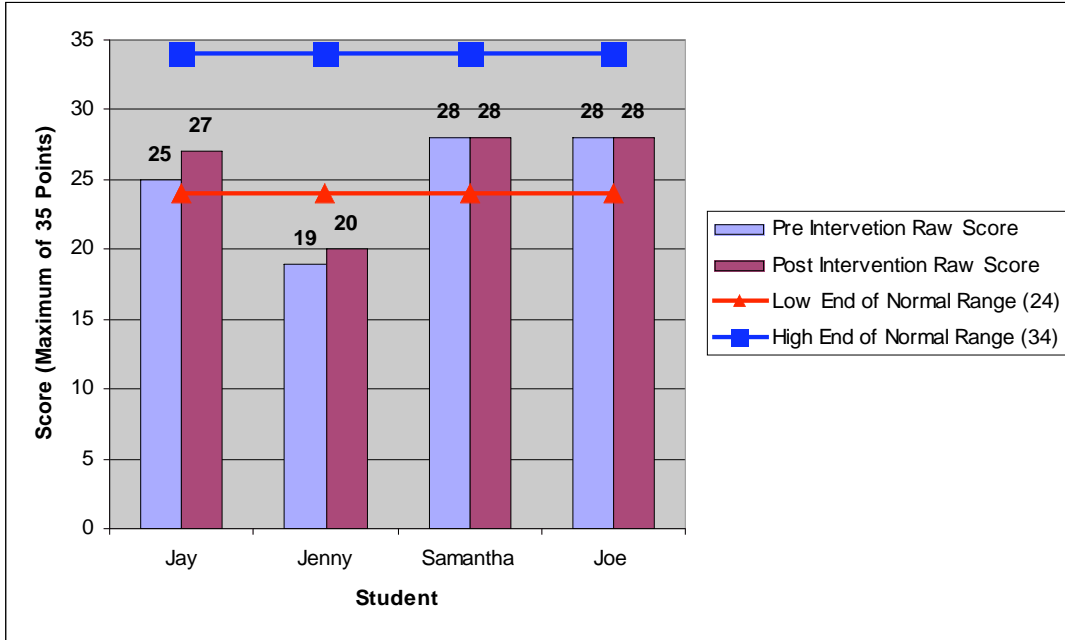
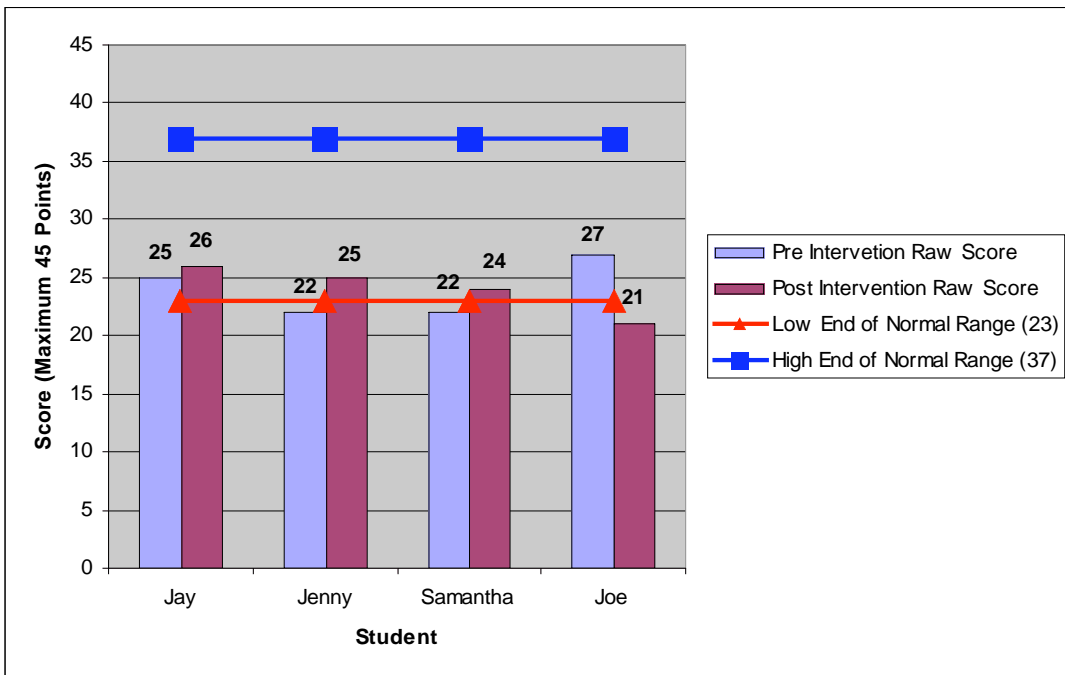
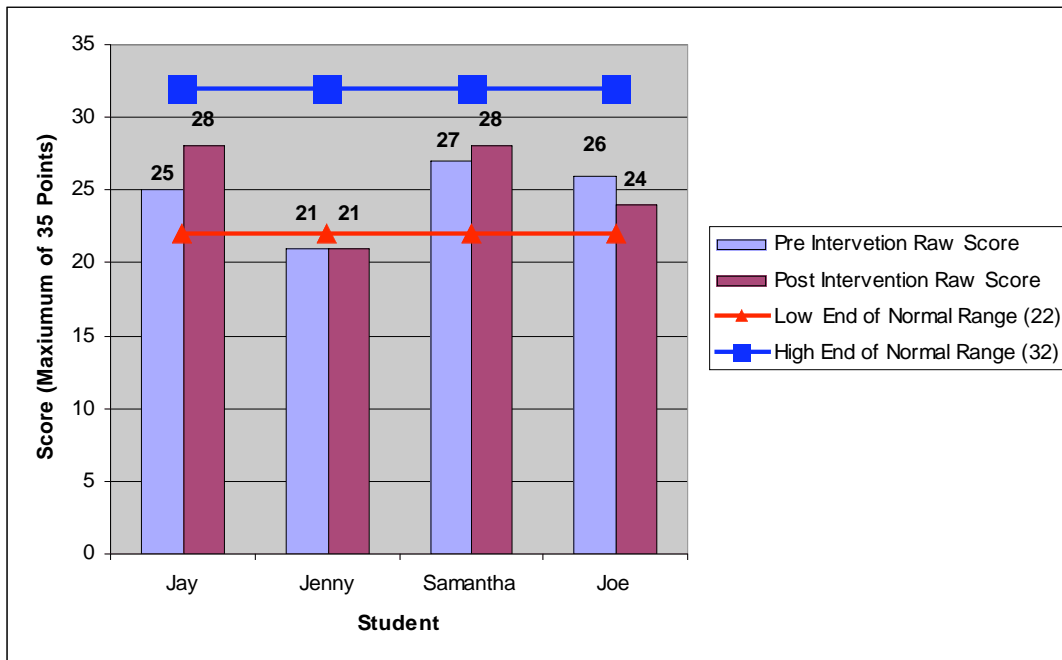


Figure 8. Results from the pre- and post-survey regarding Observational Comparison, or how a student perceives his or her writing in relation to the writing of peers



In terms of Social Feedback, what a student thinks about his or her writing in regards to teacher, classmate, and family input, all students except Jenny scored within normal ranges on the pre-intervention and post-intervention surveys. Jenny received a score of 21 on the pre-intervention survey and this score did not change on the post-intervention survey. Jay and Samantha’s scores both increased from the pre-intervention to post-intervention surveys. Jay’s score increased from 25 points to 28 points, a 3-point increase. Samantha’s scores increased from 27 to 28, a one-point increase. Joe’s score declined from the pre-assessment to the post-assessment by two points (from 26 to 24). Please see Figure 9.

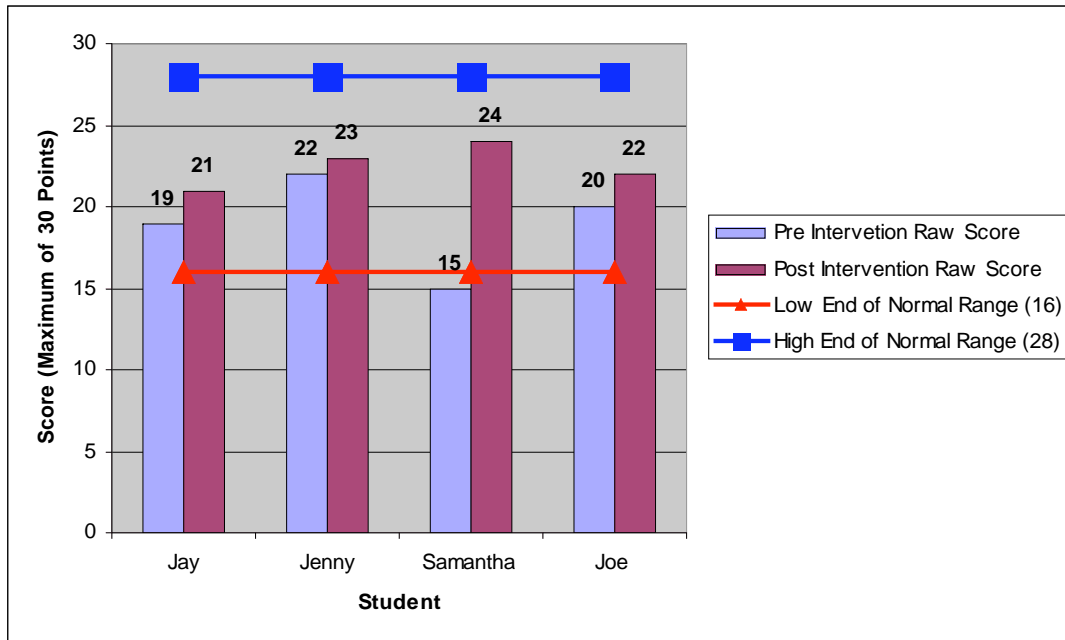
Figure 9. Results from the pre- and post-survey regarding Social Feedback, or what a student thinks about his or her writing in regards to teacher, classmate, and family input (both direct and indirect)



On the Physiological States, or internal feeling that a student has when writing, portion of the survey all students, except Samantha, scored within normal ranges on the pre- and post-intervention surveys. Jay, Jenny, Joe scored 19, 22, and 20 on the pre-intervention survey respectively. On the post-intervention survey, Jay increased his score by two points to 21. Jenny increased her score by one-point, from 22 to 23. Joel’s score increased by two points from 20 to 22. On the pre-intervention survey, Samantha received a score of 15, one point below the standard deviation of 16. However, on the

post-assessment, Samantha received a score of 24. This was a nine-point increase over her pre-intervention survey score. Please see Figure 10.

Figure 10. Results from the pre- and post-survey regarding Physiological States, or internal feelings a student has when writing



Observations. Observations were made on the students in the focus group during each activity. The observations focused on how well the focus group students used the graphic organizers, critically reviewed their drafts, and how engaged they were in the writing process. Observations were written down by the teacher researcher during and after the activities and were anecdotal in nature. They will be used to support the discussion in the following section.

DISCUSSION

Pre- and Post-Assessment Writing Prompts.

Student Achievement. Overall class achievement increased from the preliminary to post-assessments. The class median moved from below basic (2.69) to basic (2.92). This means that half the class is achieving just below, at, or above grade level standards, in contrast to achievement immediately following preliminary assessment when the majority of the class was achieving below grade level. The increase in student achievement may be attributed to the similarity between the preliminary and post-writing

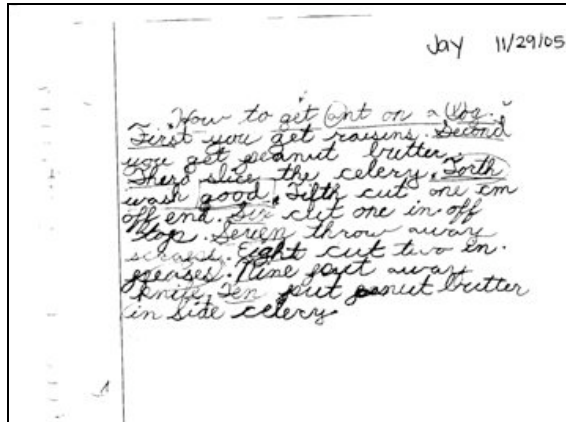
prompts. On the preliminary writing prompt, students were unaware of what they were expected to do. By the time they had taken the post-assessment, students had written two recipes—one as a class and one independently. This repetition with the assessment process may have contributed to an increase in scores. This effect is supported by the general attitude expressed by students on the final writing assessment. Many of the students were very attentive during the cooking demonstration, and they asked specific questions, such as “How many apples do you need?” and “How do you spell ‘coarsely’?”

One aspect of student achievement that was not accounted for deals with growth within the rubric categories. For instance, just because a student does not show achievement quantitatively does not mean they did not show growth. Jay is a good example of this. On the preliminary writing assessment, Jay received an overall score of 2.00. On the post writing assessment, Jay increased his score by 27% to 2.54. Even though he did not increase his overall score on the rubric from a two to a three, he still showed growth. Table 17 illustrates his preliminary and post-assessment scores for each category on the rubric. Figures 11 and 12 provide samples of his work.

Table 17. Jay’s rubric scores on the preliminary and post-assessments

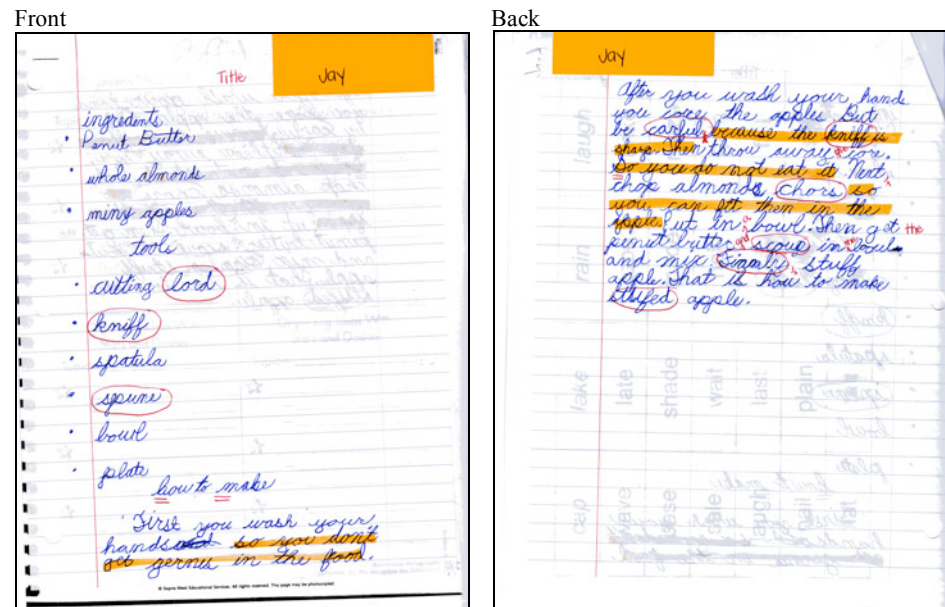
Rubric Category	Preliminary Assessment (“Ants on a Log”)	Post-Assessment (“Stuffed Apples”)
<i>Conventions</i>		
Capitalization	3	3
Grammar	3	3
Punctuation	2	2
Spelling	3	1
<i>Organization</i>		
Topic	2	4
Organization	2	3
Details and Explanations	1	3
Paragraph Number	2	2
<i>Sentence Construction</i>		
Flow and Rhythm	2	3
Sentence Length	1	2
Sentence Structure	2	2
Transitions	2	3
Vocabulary	1	2
Average score	2.00	2.54

Figure 11. Jay's preliminary writing assessment taken on November 29, 2005. A transcription of his assessment can be found below the illustration.



“How to get ant on a log. First you get raisins. Second you get peanut butter. Third slice the celery. Forth wash good. Fifth cut one cm off end. Six cut one in off top. Seven throw away scraps. Eight cut two in. peases. Nine put away knife. Ten put peanut butter in side celery.”

Figure 12. Jay's post-writing assessment taken on February 2, 2005. A transcription of his assessment can be found below the illustration.



- ingredients
- Peanut Butter
 - whole almonds
 - many apples
- tools
- cutting bord
 - kniff
 - spatula
 - spune
 - bowl
 - plate

how to make

First you wash your hands so you don't get germs in the food. After you wash your hands you core the apples. But be careful because the kniff is sharp. Then throw away core. So you do not eat it. Next chop almonds chors(coarse) so you can get them in the apple. Put in bowl. Then get penut butter scoup in bowl and mix. Finally stuff apple. That is how you make stuffed apple.

On the preliminary writing assessment, Jay participated in the prewriting process by taking notes. (Please see Appendix N for a sample of Jay's work in both the pre- and post-assessments). He did not attempt to use the *Paragraph Planning Sheet*. However, on the post writing assessment, Jay used both notes and the *Paragraph Planning Sheet* as prewriting or brainstorming strategies. On the preliminary assessment, Jay included all of the required ingredients within his writing but did not identify the ingredients prior to writing such as you would in a traditional recipe. On the post-assessment, Jay included both an ingredients and tools' list before he began to write the recipe. He organized them using the subheading "ingredients" and "tools" and included bullets. Furthermore, he included all ingredients and considered the specific amounts each ingredient required.

During the preliminary assessment, Jay used an informal (almost oral account) writing style to explain how to make "Ants on a Log". This included numerous sentences with a brief command structure, such as "Forth wash good" and "Seven throw away scraps." It included only two sentences with a specified subject ("First you get raisins. Second you get peanut butter."). When writing for the post-assessment, brief command sentences were still present in his writing, but he used a more formal writing style with some simple, compound, and complex ("First wash your hands so you don't get germs in the food") sentence structures. In terms of transitions, Jay only uses enumerative transitions in the preliminary assessment such as "first," "second," and "third." In the post-assessment, he uses a larger variety of transitions such as enumerative, causal ("because"), and time and order ("after").

Jay did not use any explanations in the preliminary assessment. In the post-assessment, he provides explanations as to why some steps are needed. For instance, his opening sentence provides evidence as to why you should wash your hands before beginning ("...so you don't get germs in the food.") Another difference between the preliminary and post-assessments are the use of concluding sentences. There is no conclusion in the pre-assessment. However, in the post-assessment Jay concludes his writing with "That is how you make stuffed apple." Even though Jay did not show exceptional growth, for instance a jump from below basic to proficient, he still made progress. Interestingly, Jay was absent a number of days during the intervention. His growth could be attributed to his interest level in the project and may have shown an even greater increase if he had been present for all of the lessons.

Samantha's growth is different from Jay's because it was shown both qualitatively and quantitatively. Samantha increased her score on the post-assessment from 2.77 to 3.38, a 22%

increase. She went from achieving below basic to proficient. The *Paragraph Planning Sheet* seemed to help Samantha organize her thoughts, something she had struggled with in the preliminary data collection.

Jenny and Joe did not show as much growth as Samantha and Jay. Jenny actually had one of the lowest scores on the post-assessment in the class. She seemed engaged in the writing process throughout the intervention, but was very concerned with how well she was doing. One day before school, Jenny came into the classroom and sat down next to me. I remember her asking me if “she was doing better.” She seemed very concerned that she was not achieving as high as she should. When I inquired why she thought this, she said she thought it was because she does not understand a lot of the vocabulary we were using in class. This was definitely a red flag for me as a teacher, and it has influenced how I approach vocabulary development. It may also explain why she was having so much difficulty with the *Paragraph Planning Sheet*, as she seemed confused with the format. This confusion was demonstrated in her final writing assessment. Jenny was so concerned with the organization of her paper that many of her sentences were written as sentence fragments. For example, one of the sentences Jenny wrote was, “Apple, cut the center out of the apple.” Jenny’s writing also illuminated some of the struggles she is having with sentence structure. Immediate use of the *Paragraph Planning Sheet* may not have been the most beneficial intervention for Jenny. She may have benefited from sentence frames or a modified organizational scaffold. Working with an EO partner may also have been beneficial. Jenny could have read her draft to the partner aloud. With help from her partner, she could have then corrected some of the organizational and structural errors before beginning her final draft (S. Atkins; personal communication, February 2006).

Joe’s decline from the preliminary to post-assessment seemed to be a result of disinterest and lack of effort. Joe is a very good writer when he is engaged. I had anticipated that he would show the most improvement on the post-assessment because of his high preliminary assessment scores. Throughout the intervention, Joe indicated that he did not like using the outline because it was “confusing.” He seemed to struggle with how to create dashes or explanations. Joe was also disengaged throughout most of the intervention and he would constantly question why we would have to do something. Joe’s disinterest could be due to the difficulty of the *Paragraph Planning Sheet*. It may also be due to his learning style. Introducing Joe to a different organizational strategy may be more beneficial.

This intervention addressed the following question: *How does scaffolding writing of expository text through a common experience, a model, and a graphic organizer affect student achievement?* Overall, students did increase their writing achievement within the rubric categories. In some cases, such as Samantha, this growth was large enough to show achievement at or above grade level standards. It was, however, not successful for all students. EL students who were classified as Level 3 showed little, if any, improvement in their scores and some expressed frustration at the difficulty of the scaffold.

Use of Details and Explanations. The class increased their use of details and explanations from 2.00 to 3.00, a one-point increase. This increase could be due to a deeper understanding of the Step Up to Writing terminology, which was a result of modeling during the shared writing experience as well as multiple mini-lessons focused on student examples.

Both Samantha and Jay increased their use of details and explanation by two points from the preliminary to post-assessment. Jay's increase could be due to an increase in his engagement during the writing process. For instance, throughout the drafting stages on both the *Spinach Dip* and *Personal Recipe* prompts, Jay was very engaged with the use of the *Paragraph Planning Sheet*. He indicated a number of times to me that he was "getting it." His dad also came into talk to me about the use of "stars" and "dashes" and indicated that he had been working with Jay at home on his outlines. From this parent-teacher interaction, I paired Jay with a student who had been absent. I had Jay explain to the student what we were doing and asked him to explain what a "star" and "dash" was. This peer teaching may have contributed to his internalization of the terminology, fostering a greater understanding of its meaning. Samantha also demonstrated a greater understanding of the *Paragraph Planning Sheet*, which could have facilitated her growth in this area as well.

Jenny and Joe did not increase their use of details and explanations on the post-assessment. It is interesting to note that while the EL students who were Level 4 and 5 did not struggle with the *Paragraph Planning Sheet*, those students who were Level 3 (such as Jenny and Joe) seemed to have difficulty with its use. A number of times during the intervention Joe indicated that he "hates outlines – they're too confusing." This may be due to a limited understanding of the vocabulary involved in explaining a "detail and explanation." Further instruction using illustrations and simpler examples may benefit these students. Joe showed dislike for the outlines throughout the intervention. He may benefit from instruction with a different organizational strategy. Using a

simpler scaffold, for instance something out of the primary Step Up to Writing materials, may also be helpful.

Overall Fluency. Overall class fluency declined for the class by 22% from 3.00 to 2.33. This decline could be attributed to the increased complexity and length of student writing from the preliminary to post-assessments. Another reason for the decrease in the overall fluency score could be due to the use of the *Paragraph Planning Sheet* and subsequent increase in the use of fragmented sentences for some students. For instance, Jenny's fluency score decline from 2.00 on the pre-assessment to 1.66 on the post-assessment, a 17% decrease. On the preliminary assessment, Jenny used only a few sentence fragments. An example of her preliminary assessment follows.

"First you have to wash out the dirt. Then you cut out the top of the celery. Only one cut on the top. Then you cut the end too. Cut it into two to three pieces. Now wash the knife, then put it away. Then take off the lid of the peanut butter off. Then use the peanut butter knife, get some peanut butter on the celery."

In the post-assessment, Jenny seemed more concerned about the organization of the paper than she did during the preliminary assessment. At one point during the post-assessment, she asked if she should "number my paragraphs." This in conjunction with her use of the *Paragraph Planning Sheet* may have interfered with her ability to edit her paper for correct sentence structure because of her over concern for organization. An example from her post-assessment follows.

"1. Thing you need. You need peanut butter, almond, mini apple, and cutting board etc. Wash apple. Take 3 or more apples and wash them as clean as you can if you don't like the center you can core them out. 2. Knife careful when use because you might cut your hands. Apple, cut the center out of the apple."

Sentence fluency was addressed during instruction on the revision process. Students were instructed to read a peer's paper aloud. If any sentences were difficult to read or caused the reader to stumble because of their organization, the peer editor was instructed to highlight it. During this process, students were observed quietly reading the papers aloud to themselves and seemed to be engaged in the process. Due to a decrease in fluency scores, in both class and subgroup, it is

inconclusive whether direct fluency instruction was beneficial. Further instruction in this area is likely needed in order to see any substantial improvement in fluency.

Overall, fluency was difficult to score using the rubric. Of the three components of Fluency (Flow and Rhythm, Sentence Structure, and Sentence Length) Flow and Rhythm was the easiest to assess, as it was based upon how easily the paper read aloud. Sentence Structure and Sentence Length were more complicated to score. Both elements were very similar in nature and it was easy to confuse the two when scoring. Reevaluation of the rubric for Sentence Structure and Length may be needed.

Student Survey. The preliminary intervention survey indicated that Jenny had a low self-efficacy regarding writing. She scored below the normal range (the national mean) in all categories except Physiological States, the internal feeling one feels when writing. During preliminary data collection, Jenny indicated that she enjoys writing at home in her free time. This observation may support why she scored within normal ranges for this category. Jenny's low self-efficacy in other survey categories may be a result of her difficulties with writing. Post-intervention survey results indicate that Jenny's self-efficacy increased in all areas except Social Feedback and General Progress. There was no change in Jenny's Social Feedback score and her General Progress score declined. No change in Social Feedback may indicate that Jenny did not benefit from the peer editing process. Jenny had indicated during the *Personal Recipe* portion of the intervention that she was not happy with her recipe selection. If her partner had been enthusiastic toward their recipe, this may have influenced how Jenny felt about herself.

Samantha scored below the national mean on the Physiological survey. However, she increased her score by nine points on the post-assessment. This sharp increase could be due to an invalid post-survey result. The increase, however, may also be contributed to Samantha's interest in the intervention. Samantha showed engagement throughout the writing process on both the *Spinach Dip* and *Personal Recipe* prompts. She was also eager to bring her personal recipe, Oreo Cheesecake, to class.

All students scored low on the Observational Comparison questions on the survey. This is defined as how students perceive their writing in relation to their peers' writing. A student named Sunny had asked me during the peer editing process if I had "invented peer editing." If students have never had the opportunity to share their work with their peers before the intervention, they may not know how their work compares to their friends. This may be why the results were so low in this

area. All students increased their scores on the post-intervention survey for Observational Comparison except Joe. His score declined. This could be due to his disinterest in the writing project as compared to his peers who were more engaged.

In the rationale, the following question was posed, “*How are student perceptions regarding themselves as writers influenced by a common writing experience?*” Based upon the overall increase in student self-efficacy, the survey results suggest that there may be a relationship between the increase in students’ perception toward themselves as writers and a common writing experience. This increase could be due to increased engagement. For example, by offering students the opportunity to celebrate their writing success with a “feast,” many of the students were excited to finish their personal recipes. Students were also excited to sample “Ants on a Log,” “Spinach Dip,” and “Stuffed Apples” in class and were eager to participate in the writing process knowing they were going to have an opportunity to sample what we were making.

HOME SCHOOL CONNECTION

There were two home-school connections made during this intervention. The first was in terms of student homework. Students were asked to complete the *Spinach Dip* recipe at home for homework and to complete any unfinished class work at home. As a result, there was one parent inquiry regarding the use of the *Paragraph Planning Sheet*. The parent needed clarification on how to instruct his child in the use of the stars and dashes. For the second home connection, students were asked to bring a favorite and meaningful recipe from home for the third writing prompt, *Personal Recipe*. The purpose of this assignment was to increase student engagement in the lesson by creating a meaningful writing assignment. Students were required to talk to a parent about a family recipe and bring a copy of the recipe to class. After completing a final draft of the recipe, student work was published in a class cookbook, which all students received. To celebrate the completion of the writing project, students had an opportunity to bring in their favorite recipe and share it with the class during a class “feast.” The students were very excited about the “feast” and repeatedly asked about when they needed to bring their food. The principal and vice principal were invited and parents were welcome (although not formally invited). At the feast, we had four parents and the principal attend. One parent made Jack Fruit drinks, a Hmong delicacy, for the entire class. For a third home connection, student preliminary and post-writing assessments were sent home as a way for parents and students to see their writing growth.

IMPLICATIONS FOR TEACHING

Step Up to Writing. I would recommend Step Up to Writing to intermediate elementary school teachers. Even without training, the program is easy to implement and to navigate through. If you do have an opportunity to attend a formal training, I would recommend it. I was able to attend training towards the end of this project and found it very helpful. It provided numerous techniques for introducing students to the terminology found in the program. It also gave a number of ideas for mini-lessons.

6th Grade Open Court Writing Instruction. The Step Up to Writing approach is a good complement to the Open Court writing program. Step Up to Writing provides students with the tools and strategies required to pass the unit assessments. In Open Court, Unit 1 is used to teach autobiographies. Using the Step Up to Writing *Two Column Notes* for autobiography instruction could facilitate the introduction to the color and symbol coding system. Open Court Unit 2 is used to teach expository writing. This would be a good unit to begin the study of recipes. Students would be able to use the prior knowledge of the color and symbol coding system on the *Paragraph Planning Sheet*, as well as gain a greater understanding of the use of details and explanations through this genre. By staggering the introduction to the Step Up to Writing program, students may be able to gain a greater understanding of the terminology in the program. Staggering the introduction would also allow for a greater amount of time to spend on two different genres: narrative and expository text. This extended period dedicated to the two genres would further allow for more meaningful and engaging projects.

Rubrics. I would recommend that the Oak School modify the use of the school-wide rubric. The rubrics used should be made genre specific, as this will lead to a more authentic assessment of student ability and growth. Furthermore, until the genre specific rubrics have been tested for accuracy, grading should occur in teams in order to determine and discuss grading discrepancies.

REFLECTION

Writing this final reflection brings on a bittersweet feeling. I remember last August, the excitement of our first class meeting, the realization that I was going to really make a difference in both my profession and my students' lives. I was so excited to begin to explore and improve upon my teaching methodologies. I wanted to analyze student work for gaps and find ways to help improve student learning. Then December came. All I could see was my blatant lack of a personal

life, the stress of creating lesson plans, the need to increase test scores, an overall feeling of being overwhelmed, and the inherent need to get eight hours of sleep. All I could do was count the days until it was over. Now it is, and to be honest, I am sad. I have really enjoyed the process of teacher research (even when I had no idea what direction my intervention was going in or how to analyze my data) and how rewarding the experience has been. I am amazed at what I have accomplished as a professional, what my students have accomplished as writers, what I have learned about EL instruction, and what I now know about rubrics.

The growth I have felt professionally is unfathomable. Overall, I have a great sense that my instructional approach to writing has improved. Just as Calkins (1994) argued for genre studies, I have a greater understanding of the importance of giving students the opportunity and time to explore a genre. Even if that exploration is teacher rather than student directed, students should have multiple opportunities to practice their writing within a genre. I have also begun to realize the importance of mini-lessons. Writing is a very dynamic subject with student needs changing daily. By being able to meet those needs, I have realized I need to be flexible in what mini-lessons I give. Just because I think students will need instruction in a particular area, does not mean they will once writing begins. Most importantly, I have learned that students need to be engaged. In this project, the students who were the most engaged in the writing project tended to have the highest increase in overall achievement. For students like Joe, who did not find meaning in the project, their achievement staled, even declined. For this reason, it is important that I try to find projects that each student will be engaged in so that they may have the opportunity to develop as a writer and become engaged in the writing process.

I was amazed by what this project did for my students as writers. I will always remember Sunny asking me if I had “invented peer editing.” I remember thinking with amazement, “Wow! Have they never done this before?” I was amazed at the student engagement brought on by this process and the power students felt. In my class’s most recent writing project, we are exploring narrative writing. To increase engagement students are working on writing a “cracked” fairy tale (such *The True Story of the Three Little Pig* by Jon Scieszka, 1989). When we began the peer editing process for this project, I had changed the checklist to meet the needs of the genre. When I was explaining this to the class, Sunny raised her hand and wanted to know if we were changing it because “...the last one didn’t work?” She seemed very concerned that we were not going to be able to do peer editing. I cannot tell you the happiness this brought me—to have students truly engaged

in writing and to have them want to write and critically revise their work. What a sense of accomplishment this brought and what a very different response from the sentiments students expressed at the beginning of the year when asked to write just a short response in their journals.

Although I have had great enjoyment in this project, I have also realized the flaws in my instructional strategies. I did not help my EL students achieve as high as I think they are capable. The Step Up to Writing approach offers many scaffolds for EL learners, such as color and symbol coding and opportunities to pre-write through illustrations. I do not think I took full advantages of these scaffolds. In the future, I will incorporate these and other methods as a way to differentiate instruction for EL (as well as resource) students. One recent example of the use of other methods is my fairy tale project. I had students brainstorm through pictures and a graphic organizer before writing any words, an approach suggested by the Step Up to Writing program. Already I have seen an increase in achievement for EL students and increased engagement in students like Jenny and Joe.

This intervention has also illuminated the flaws of rubric assessment. Calkins (1994) includes in her book on page 333 a quotation that says, "Assessment measures will most always be valuable to those who authored them...and they will almost always be annoying to those who inherit them." How very true this is. Using the Oak School rubric, even when modified, illuminated so many flaws for using a general rubric for a specific genre. In order to best analyze a student's writing, the rubric needs to be specific to those elements in the genre. Furthermore, the terminology used in different writing programs can be contradictory or can overlap. This can be confusing and data can end up overlapping. Deciding on one program to use and then creating a rubric specific to that program's terminology may be a better approach for assessing student work.

Overall, this has been an amazing experience. It has affected how I teach writing and how I look at assessment. It has always inspired me to look at different ideas for interventions to do within my classroom. I have even begun to implement some of them on a small scale. Most importantly, though, this project has inspired me to begin investigating ways I can continue to contribute to the growing field of teacher research.

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APPENDIX A

Open Court Reading (2002) Expository Writing Prompt Unit 2

Checklist

You will score the most points if you

- Include an introduction that captures your reader's attention, and a conclusion that gives your reader something to reflect on.
- Organize your writing around the main points.
- Stay focused on the topic you are writing about.
- Include details that support and develop your main ideas.
- Use precise, vivid words that clarify and enhance your ideas.
- Vary the structure and length of your sentences.
- Have correct spelling, grammar, spelling, and punctuation.
- Write in paragraphs.

APPENDIX B

Appendix B. Oak School 6th Grade writing rubric.

	Below 1	Progressing 2	Meeting Standards 3	Advanced 4
Ideas/Content				
TOPIC	Not defined	Very Broad, confusing	Stays on topic, clearly developed	Topic is clear, well developed
DETAILS	Few details	General details	Some precise details related to topic	Enriches text with rich details
VOCABULARY	Everyday words	Somewhat expanded	Precise, expanded and descriptive	Effective, vivid and interesting
Organization				
ORGANIZATION	Missing	Weak or minimal	Ideas are separated into logical sequence around a purpose or point of view: Introductory paragraph Topic sentence Supporting paragraphs with facts and details Concluding detailed summary paragraph	Thoroughly developed sequence of significant events to relate ideas and observations, compare and contrast Beginning creates interest, ending adds impact
TRANSITIONS	Not used	Transitions are few and simple (and, but, so)	Transitions connect ideas (then, next, because, first, after, later)	Advanced transitions are used
Conventions				
SENTENCE STRUCTURE	Run-on, fragments	Simple, repetitive	Simple, compound and -complex sentences, adverbs and prepositional phrases	Sentence patterns, length are varied, purpose and audience is evident
GRAMMAR	Non-standard	Numerous errors	Few errors, present, past, future tense, subject verb agreement on compound subjects	Grammar and usage are correct
PUNCTUATION	Missing	Some ending punctuation	Correct ending punctuation, commas in a series, dates, city, state, in a quotation, apostrophes, contractions, colons	More advanced punctuation is attempted and usually correct
SPELLING	Significant errors	Errors on simple words	Spell correctly roots, inflections, suffixes, prefixes and syllable constructions, spell frequently misspelled words correctly	Correct spelling
CAPITALIZATION	Significant errors	Errors in capitalization	Capitalization is always correct,	Capitalization is always correct
PARAGRAPHS	Sentences	2-3 paragraphs	Multiple paragraph composition	Essays and compositions of length
HANDWRITING	Printing	Cursive with irregular slant	Cursive handwriting with margins and correct spacing	Very neat cursive handwriting with margins and consistent spacing

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Developed by Oak School CSRD

APPENDIX C

Appendix C. Example of the Step Up to Writing Paragraph Planning Sheet. This outline was filled out by me and includes information added by students during the pre-writing process for the “Spinach Dip” lesson.

<p>2R Organizing Ideas With Stars and Dashes Topic= <u>Before beginning</u></p> <ul style="list-style-type: none"> ☆ Get permission from guardian <ul style="list-style-type: none"> - <u>some should know</u> - <u>don't want to get hurt</u> ☆ <u>Have all ingredients</u> <ul style="list-style-type: none"> - <u>won't taste good if not</u> - _____ ☆ <u>Wash hands before start</u> <ul style="list-style-type: none"> - <u>prevents germs</u> - _____ <p>C: _____</p>	<p style="text-align: right;">(2) </p> <p>bR Organizing Ideas With Stars and Dashes Topic= <u>Add 1cup Mayo</u></p> <ul style="list-style-type: none"> ☆ <u>Take out of fridge - remove lid</u> <ul style="list-style-type: none"> - _____ - _____ ☆ <u>Use rubber Spatula to put mayo in measuring cup</u> <ul style="list-style-type: none"> - <u>spatula has long handle, can prevent mess</u> ☆ <u>Fill measuring cup but not overfill</u> <ul style="list-style-type: none"> - <u>important to measure correctly</u> - <u>don't want to ruin</u> <p>C: <u>Put mayo in bowl</u></p>
<p>1R Organizing Ideas With Stars and Dashes Topic= <u>Add 1/2 sour cream</u></p> <ul style="list-style-type: none"> ☆ <u>Take out of fridge and remove lid</u> <ul style="list-style-type: none"> - _____ ☆ <u>Before scooping sour cream wash spatula</u> <ul style="list-style-type: none"> - <u>don't want to contaminate</u> ☆ _____ <ul style="list-style-type: none"> - _____ - _____ <p>C: <u>Put sour cream in bowl</u></p>	<p>gR Organizing Ideas With Stars and Dashes Topic= <u>Open Knorr's Veggie mix</u></p> <ul style="list-style-type: none"> ☆ <u>MUST be Knorr's</u> <ul style="list-style-type: none"> - <u>won't taste same if not</u> - <u>how mom makes it</u> ☆ <u>Put Knorr's in</u> <ul style="list-style-type: none"> - _____ - _____ ☆ <u>Mix together</u> <ul style="list-style-type: none"> - <u>Mix so no lumps</u> - <u>NO electric mixer - will over mix</u> <p>C: <u>Put in fridge and chill for 2 hours to set</u></p>

APPENDIX D

Appendix D. Jay's Transition and Sentence Quiz, which was administered on November 28, 2005.

Date 11/28/05

Directions: Write "S" after each complete sentence. Write "N" if the words do not make a real sentence. The first two have been done for you.

- Carrots in the lunch box. N
- I saw carrots in the lunch box. Y
- Anthony's favorite funny television show. N
- I forgot my coat. S
- When I'll be able to drive a car? N
- Can you drive a car? S
- Paper plates that can be used in the microwave. S
- Chad works very hard. S
- Winning an important race. N
- Apples can be added to the recipe. S
- Place your shoes on the blue mat. S
- Chinese writing began as a kind of picture writing. S
- Scratched on bone, bronze or stone. N
- Changed very little in the last 3000 years. S
- Today the Chinese write on paper with brush and ink. S
- Mary arrived early in the morning Pam was there to greet her. S
- The doctor came quickly the parents were very worried. S
- The road was long there were many winding turns. S
- The music was soft and beautiful Kerry drifted off to sleep. S
- Sundays were quiet and restful. S
- Although it rained, we went to the park. S
- I dream of sun-filled days and restful nights. N

RO 0/4
13/16

Attached File
2006-100_Watkins_and_More_English_80501_Volume_4_Number_27_March_2006
http://www.english.ucdavis.edu/~writing/2006/07/27065
ML:2006/100/watkins_and_more_english_80501_v4_n27_m06.pdf Archived
11/27/05

Directions: Transitions are words or phrases that let readers know that a new idea is being introduced. Circle the transition words or phrases in each paragraph.

Saturdays With My Family and Our Dog, Jake

On Saturdays I like to do two things. First, I like to sleep in because I usually stay up late on Friday night. I also like to take walks in the park with my family and our dog, Jake. Saturdays are great! 0/2

Good Friends

When I am with my friends we have a great time. First of all, we like to laugh. We tell stories and laugh at all of the silly parts of our stories. Sometimes we go shopping together. We might buy things or we might just look around. My friends and I also play games. Our favorite game is hide-n-seek. Finally, we like to watch videos together. 0/4

NUMBER: 2006-100-100_Writing_2006/07/27065_Super_Walk

APPENDIX E

Ants on a Log

My husband often makes this snack for me when we go hiking. It is a healthy snack that does not require refrigeration.

Celery
Peanut Butter
Raisins

Wash and dry celery. Remove the top and bottom of the celery stalk. Cut the stalk into two inch pieces. Spread peanut butter on the celery. Top with raisins. Serve.

Spinach Dip

My mom makes Spinach Dip for holidays and parties. It is my favorite appetizer and she often makes me my own to take home because she knows how much I like it. In order for this recipe to taste just like my mom's, you must use Knorr's Vegetable Dip Mix and Best Food Mayonnaise.

Knorr's Vegetable Dip Mix
16 oz. of sour cream
1 cup Best Food Mayonnaise
1 box of frozen spinach (find in the frozen vegetable section)
3 green onions
8 oz. drained and coarsely chopped water chestnuts
1 sourdough bread round
1 loaf of sourdough

Defrost and drain the frozen spinach. Remove any excess water from the spinach. Drain and coarsely chop water chestnuts. Wash and chop green onions. Mix the spinach, water chestnuts, green onions, sour cream, mayonnaise, and Knorr's Vegetable Dip Mix. Cover and chill for two hours. While chilling, cut the center out of the sourdough bread round, forming a bowl. Slice the loaf of sourdough bread into bite size pieces. When the spinach dip has chilled for two hours, remove from the refrigerator and put the dip into the bread bowl. Serve.

Stuffed Apples

My mom used to make stuffed apples when I was little. It is a healthy snack that is a good alternative to junk food.

Apples
Peanut Butter
Almonds (coarsely chopped)

Core the apple. Mix the coarsely chopped almonds with peanut butter. Stuff the peanut butter mixture into the hole in the apple. Serve.

APPENDIX F

Appendix F. The Paragraph Planning Sheets given to students during the "Spinach Dip" lesson.

②

<p>2R Organizing Ideas With Stars and Dashes Topic = <u>Before beginning</u></p> <p>☆ Get permission from guardian - some should know - don't want to get hurt</p> <p>☆ Have all ingredients - won't taste good if not</p> <p>☆ Wash hands before start - prevents germs</p> <p>C: _____</p>	<p>bR Organizing Ideas With Stars and Dashes Topic = <u>Add 1 cup Mayo</u></p> <p>☆ Take out of fridge: remove lid - _____ - _____</p> <p>☆ Use rubber spatula to put mayo in measuring cup - spatula has long handle, can prevent mess</p> <p>☆ Fill measuring cup but not overflow - important to measure correctly - don't want to ruin</p> <p>C: Put mayo in bowl</p>
<p>1R Organizing Ideas With Stars and Dashes Topic = <u>Add 1/2 oz sour cream</u></p> <p>☆ Take out of fridge and remove lid - _____</p> <p>☆ Before scooping sour cream wash spatula - don't want to contaminate</p> <p>☆ _____ - _____</p> <p>C: Put sour cream in bowl</p>	<p>8R Organizing Ideas With Stars and Dashes Topic = <u>Open Knorr's Veggie mix</u></p> <p>☆ Must be Knorr's - won't taste same if not - how mom makes it</p> <p>☆ Put Knorr's in _____ - _____</p> <p>☆ Mix together - Mix so no lumps - No electric mixer: will over mix</p> <p>C: Put in fridge and chill for 2 hours to set</p>

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1/5, 1/6, 1/10, 1/11 ①

<p>1R Organizing Ideas With Stars and Dashes Topic = <u>Taste brings back memories</u></p> <p>☆ Taste unbelievable - water chestnuts sweet - spinach juicy</p> <p>☆ Brings back memories - but holidays/holidays w/mom</p> <p>☆ _____ - _____</p> <p>Share good taste = memories</p> <p>4R Organizing Ideas With Stars and Dashes Topic = <u>Remove green onions from bag: take off rubber band</u></p> <p>☆ Wash onions - remove dirt - dirt can make you ill</p> <p>☆ w/ sharp knife cut off top - cut about 1 inch to remove roots</p> <p>☆ chop onion into little pieces - chop on a cutting board - use small pieces because you don't want chunks</p> <p>Put chopped onions in bowl</p>	<p>8R Organizing Ideas With Stars and Dashes Topic = <u>Remove spinach from package</u></p> <p>☆ Put spinach in colander w/ paper towel - prevents H₂O from leaking</p> <p>☆ Defrost spinach ~ 2 hrs on counter - Don't microwave, put under hot - spinach may cook H₂O</p> <p>☆ Break up defrosted spinach w/ fork - prevents lumps</p> <p>☆ Dry w/ paper towel - prevent watery dip</p> <p>put dry spinach in mixing bowl</p> <p>5R Organizing Ideas With Stars and Dashes Topic = <u>Use can opener to remove lid from water chestnuts</u></p> <p>☆ Drain H₂O from can - prevents soggy dip</p> <p>☆ Coarsley chop H₂O chestnuts - Chop on cutting board - don't want big chunks in dip</p> <p>☆ Be careful when opening can - sharp edges - cut your hand</p> <p>Put chopped H₂O chestnuts in bowl</p>
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APPENDIX G

Appendix G. Example of student work (Jay's) on the *Spinach Dip* prompt.

Spinach Dip Jay

The taste of a million pieces of spinach bring back memories. The taste is unbelievable. It's unbelievable because the water chestnuts add a sweetness and the spinach is juice.

When I eat the dip it brings back memories of good times with family and friends. It brings back memories of Birthdays and holidays with my mom. I pick this dip because I wanted to share its good taste and very good memories with you.

Jay

Before you begin cooking. You need to get permission from your parent or guardian. Someone should know when your cooking, because you don't want to get hurt. Make to add all in all ingredients over it won't taste good. Wash hands before starting. SO it prevents germs.

When adding sour cream take out of fridge and remove lid. Before scooping sour cream wash spatula because you don't want to contaminate dip. When spatula is washed scoop 1oz. of sour cream into mixing bowl.

To add one cup mayo take out a jar and remove lid. use spatula to put mayo in measuring cup. You use spatula because it has long handle and can prevent mess. Next fill measuring cup ~~up~~ to top but ~~the~~ not over top. It's important to fill the measuring cup right so you get the right taste. Last put 1 cup of mayo in mixing bowl.

Jay

Now remove onions from the bag and take off rubber bands. Wash well under cold water. You wash the onions to remove dirt that can cause illness. With knife cut off the top of the onions. You cut off top to remove the roots. Chop the remaining onions on cutting board you will not have clumps of onions in dip. ~~Use~~ the can opener open the water chestnuts. Be careful with lid because it is sharp and can cut you. Drain water out of can. Put them on a cutting board and cut chestnuts. Chop them coarsely so no lumps in dip. Put chopped water chestnuts in mixing bowl.

Jay

flow to add ~~the~~ reggie mix. Must be Knorr's or won't taste same. Which is how Mrs. T's mom makes it. Then put Knorr's in mixing bowl. Mix to gether so there is no lumps and not with electric mixer because it will over mix. Put dip in fridge and let it chill for over 2 hours. ~~over for 1 1/2 hours~~
While dip chills cut ~~the~~ out center of ~~the~~ bread with bread knife for dip. Bread cuts easier because it is sliced. Next ~~do~~ don't cut out bottom or dip will go through the bread. Then take ~~the~~ top of bread and cut in to little bite size pieces ~~for~~ to dip into dip. Last put bread on table for eaters.

APPENDIX H

Directions: Read each recipe. Identify the recipe that is more detailed and easier to follow. On the back of this paper, write down which recipe you selected and in one paragraph, explain why you think this is the better recipe. Give specific examples to support your answer.

Recipe A

Hash Browns

35 lb. approx. of potatoes (100)
3 lb. onions
salt
oil

One or two days ahead, preheat oven to 400 deg. and wash potatoes. Arrange in oven. Bake potatoes until tender. Cool and then store. Dice the potatoes. Pan fry in a little oil. Add onion and salt. Cook.

Recipe B

Hassle Free Hash Browns

These are very easy to partially prepare ahead of time and are suitable for any size crowd. For 100 servings

35 lb. approx. of baking potatoes (100)
3 lb. onions, finely diced
seasoning salt, to taste
cooking oil

One or two days ahead of time, preheat the oven to 400 degrees and scrub the potatoes well. Arrange the potatoes in the oven on the oven racks without touching. You may have to cook the potatoes in batches in order to keep them from touching. Bake the potatoes until you can easily puncture them with a fork. When the potatoes are done cooking, cool them by chilling them in a refrigerator. Once cooled, store the potatoes in plastic bags or containers. The potatoes can be sliced and/or diced after they have cooled. Be sure to leave the skins on.

To cook, pan-fry the diced potatoes in a little oil. Add the chopped onions and sprinkle generously (or to taste) with seasoning salt. Cook the potatoes until they are a golden and crispy brown.

Potatoes are an easy fill-them-up item and depending on the age of the crowd, you can increase the amount of potatoes you use. This is useful if you are feeding a "football team" with mega man sized appetites. These will be the BEST hash browns you have ever eaten! Please note there is no waste or extra preparation time if the peel is left on. The potatoes are not wrapped in foil or rubbed with butter.

APPENDIX I

Appendix I. Student samples used during the mini-lesson on details/explanations and peer editing. “Ants on a Log” was completed by a student named Sergiy and was used to demonstrate explanations. (Black marks are highlights that did not transfer during the scan.) “Steps” is one piece of Sunny’s paper and was used to model editing.

U

Ant's on a log.

If you want to make ants on a log you are going to need some supplies. ~~you need celery, peanut butter, raisins, a knife.~~

spell out

First, take your celery and wash it really good. ~~After you done washing it dry it.~~

Then cutoff the ends. ~~Now cut it into as many pieces as you want.~~

Then, spread the peanut butter on your celery, and last but not least put your raisins on it.

Steps

[How to make Samosa] If the first step is to take out your onions out of the refrigerator. After that then you should wash the onions that are already sliced. Then put the onion into a pot that is nonstick and put olive oil into the pot. Second Step is to put pot on the stove. ~~the onions won't cook if they are not put on a stove so put on the stove. Plus if you don't put the pot on the stove it will not taste good.~~

red ←

The third step is to wait for onions to cook. You should let them cook to about 10 minutes or 15 minutes. Wait until the onions go golden brown. ~~should not let the onions go dark brown.~~ Then you just want to keep stirring and add all ingredients before the onions go dark.

why? →

After you stir the fourth step is to add your 2 tablespoons of salt. Add your 2 tablespoons onto the pot with the onions. You add salt because nothing tastes good without a little bit of salt even if it's a pinch. Remember keep an eye on the pot. Onions may stick to the bottom of the pot. HINT: You should have a nonstick pot. Fifth step is to add chopped

i A and A

APPENDIX J

Appendix J. Example of color-coded paragraphs from the *Personal Recipe*. I helped Jay's peer editor with the color-coding process.

1

The reason I picked this dip

T: The reason I picked the 7 layer dip is because it tastes good. The 7 layer dip ingredients are easy and the chips are crunchy. It's easy to make because there are only 7 ingredients. Also there is no cooking. It's a great (Order) it can be served with chips or bread. that tastes good.

C: There are some tools you need to make the 7 layer dip. A 1x13 inch casserole dish, you need that to hold the dip. Another tool is a rubber spatula so you can put ingredients in the bowl. You also need a can opener to open olives and the refried beans. A knife to peel avocados and to chop tomatoes. You need a measuring cup to measure the amount of the ingredients. Also a cheese grater to grate the cheese.

C:

Ingredients

The ingredients for the 7 layer dip are: Refried beans twelve ounces. Three or four medium sized ripe Avocado. One eight ounces Sour Cream container. Three cups of graded cheddar cheese. Half cup chopped Onions. One cup chopped Tomatoes. One eight ounce can Olives. For seasoning add salt and Pepper (sprinkle) as your desire.

How to make

T: First get a can of refried beans. Open the beans with a can opener and spread the beans in a bowl. Then get 3 or 4 avocados with a knife cut them in half. Take the skin off through the stem and smash with a fork and lay over the refried beans with rubber spatula.

C: why? why? why?

APPENDIX K

Peer Revision Checklist Day 1

Peer Editor's Name: _____

Author's Name: _____

_____ Read the paper out loud. Does it make sense? Highlight any sentences that need to be rewritten or that need more information.

_____ Are there any spelling errors? Circle them.

_____ Are there any errors in capitalization? Underline the error three times.

_____ Is the punctuation for each sentence correct? If not, insert the correct punctuation using the insert (^) sign.

_____ Is there a missing word or punctuation mark? If so, insert the word or correct punctuation using the insert (^) sign.

_____ Does a word need to be removed? If so, draw a () sign over the word.

_____ Does the paper have a title?

Comments:

Peer Revision Checklist Day 2

Peer Editor's Name: _____

Author's Name: _____

_____ Is there a topic sentence for each paragraph? If so, underline them in green. If not, write a 'T' where the topic sentence should go.

_____ Is there a concluding sentence for each paragraph? If so, underline them in green. If not, write a 'C' where the concluding sentence should go.

_____ In each paragraph can you find at least two details? Underline them in yellow.

_____ Did the author clearly explain their detail? Underline their explanations in red.

_____ Are the sentence in the right order? If you think a sentence should be moved or does not support a detail, draw a blue arrow next to the sentence.

_____ Did the author write an introductory paragraph explaining why they choose this recipe?

Comments:

APPENDIX L

Final Revision Checklist

Author's Name: _____

- Is my paper written in cursive?
- Is my paper written in ink?
- Is my paper single sided?
- Do I have a title?
- Do I have the correct spelling?
- Is my capitalization correct?
- Is my punctuation correct?
- Can someone recreate my recipe? (For example, are all steps in the recipe present in your writing?)
- Does each paragraph have a topic sentence and a concluding sentence?
- For each detail I give (★), is there an explanation (—).

APPENDIX M

Appendix M. An example of the student survey. This is Jenny's pre-intervention survey.

Date: 1/4/06 Name: Jenny

Listed below are statements about writing. Please read each statement carefully. Then circle the letters that show how much you agree or disagree with the statement. Use the following scale:

SA = Strongly Agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly Disagree

Example: I think Batman is the greatest super hero. SA A U D **SD**

If you are really positive that Batman is the greatest, circle SA (Strongly Agree).
 If you think that Batman is good but maybe not great, circle A (Agree).
 If you can't decide whether or not Batman is the greatest, circle U (Undecided).
 If you think that Batman is not all that great, circle D (Disagree).
 If you are really positive that Batman is not the greatest, circle SD (Strongly Disagree).

(OC)	1. I write better than other kids in my class.	SA	A	U	D	SD
(PS)	2. I like how writing makes me feel inside.	SA	A	U	D	SD
(GPR)	3. Writing is easier for me than it used to be.	SA	A	U	D	SD
(OC)	4. When I write, my organization is better than the other kids in my class.	SA	A	U	D	SD
(SF)	5. People in my family think I am a good writer.	SA	A	U	D	SD
(GPR)	6. I am getting better at writing.	SA	A	U	D	SD
(PS)	7. When I write, I feel calm.	SA	A	U	D	SD
(OC)	8. My writing is more interesting than my classmates' writing.	SA	A	U	D	SD
(SF)	9. My teacher thinks my writing is fine.	SA	A	U	D	SD
(SF)	10. Other kids think I am a good writer.	SA	A	U	D	SD
(OC)	11. My sentences and paragraphs fit together as well as my classmates' sentences and paragraphs.	SA	A	U	D	SD
(GPR)	12. I need less help to write well than I used to.	SA	A	U	D	SD
(SF)	13. People in my family think I write pretty well.	SA	A	U	D	SD
(GPR)	14. I write better now than I could before.	SA	A	U	D	SD
(GPR)	15. I think I am a good writer.	SA	A	U	D	SD
(OC)	16. I put my sentences in a better order than the other kids.	SA	A	U	D	SD
(GPR)	17. My writing has improved.	SA	A	U	D	SD
(GPR)	18. My writing is better than before.	SA	A	U	D	SD
(GPR)	19. It's easier to write well now than it used to be.	SA	A	U	D	SD
(GPR)	20. The organization of my writing has really improved.	SA	A	U	D	SD
(OC)	21. The sentences I use in my writing stick to the topic more than the ones the other kids use.	SA	A	U	D	SD
(SPR)	22. The words I use in my writing are better than the ones I used before.	SA	A	U	D	SD
(OC)	23. I write more often than other kids.	SA	A	U	D	SD

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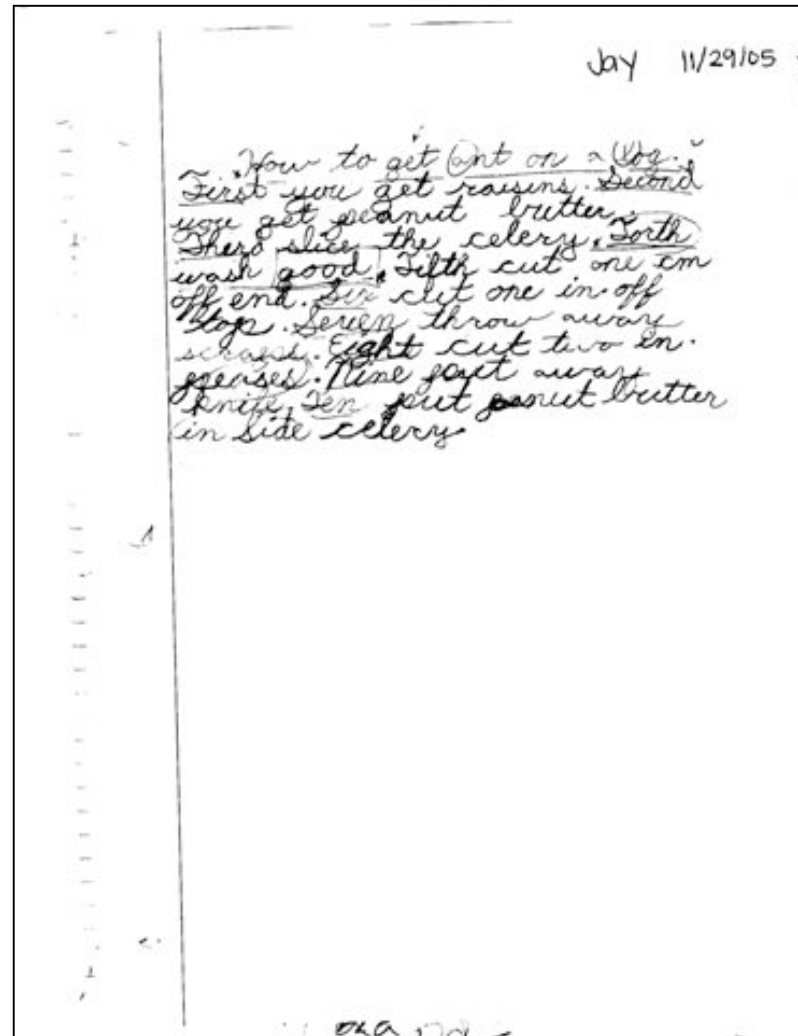
Jenny

(PS)	24. I am relaxed when I write.	SA	A	U	D	SD
(SPR)	25. My descriptions are more interesting than before.	SA	A	U	D	SD
(OC)	26. The words I use in my writing are better than the ones other kids use.	SA	A	U	D	SD
(PS)	27. I feel comfortable when I write.	SA	A	U	D	SD
(SF)	28. My teacher thinks I am a good writer.	SA	A	U	D	SD
(SPR)	29. My sentences stick to the topic better now.	SA	A	U	D	SD
(OC)	30. My writing seems to be more clear than my classmates' writing.	SA	A	U	D	SD
(SPR)	31. When I write, the sentences and paragraphs fit together better than they used to.	SA	A	U	D	SD
(PS)	32. Writing makes me feel good.	SA	A	U	D	SD
(SF)	33. I can tell that my teacher thinks my writing is fine.	SA	A	U	D	SD
(SPR)	34. The order of my sentences makes better sense now.	SA	A	U	D	SD
(PS)	35. I enjoy writing.	SA	A	U	D	SD
(SPR)	36. My writing is more clear than it used to be.	SA	A	U	D	SD
(SF)	37. My classmates would say I write well.	SA	A	U	D	SD
(SPR)	38. I choose the words I use in my writing more carefully now.	SA	A	U	D	SD

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APPENDIX N

Jay's Preliminary Assessment



Title Jay

ingredients

- Peanut Butter
- whole almonds
- minis apples

tools

- cutting board
- knife
- spatula
- spoon
- bowl
- plate

how to make

First you wash your hands ~~and~~ so you don't get germs in the food.

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Title Jay

After you wash your hands you see the apples. But be careful because the knife is sharp. Then throw away the core. Do you do not eat it. Next, chop almonds (chore) so you can fit them in the apple. Put in bowl. Then get the peanut butter and scoop in bowl and mix. Finally, stuff apple. That is how to make stuffed apple.