

The effects of intensive interactive writing instruction and self-monitoring skills on students' ability to write a complete sentence independently

Abstract:

This study was designed to help students who are poor writers to improve their writing skills. Some students struggle to write a complete sentence so the purpose of this study is to help these students become better and independent writers. Therefore, this poster will present the results of a study on intensive interactive writing program.

Statement of problem:

Writing is a very important skill that helps promote communication and literacy. Being able to write appropriately is becoming more important due to high stake testing, furthering education and future job requirements. In elementary schools (primary grades k-2) writing is not considered to be the most important focus because other content areas dominant the required curriculum. As a result, students are being promoted from grade to grade without the appropriate writing skills. In my experience in the classroom the curriculum does not devote enough time to writing. Students practice writing in their journals and teachers try to find time to correct and give feedback. Such little attention is given to writing students become poor writers and cannot express themselves through writing. As students advance to higher grades the writing gap becomes larger and the students' frustration with writing becomes evident. This makes the stakes for students' writing performance to rise. Teaching students to write is consider less important and practice the lease. Ruth & Guinee, (2011) states insufficient or poorly implemented writing instruction beginning in the primary grades is one cause of poor writing outcomes. It is important for students to be able to write appropriately so that they can communicate as well as be able to master skills needed in upper elementary grades. Studies show that having teacher guided instruction along with student self-monitoring improves students' ability to write a complete sentence.

Purpose and/or Research Question:

The purpose of this study is to see how 15 minutes a day of intensive writing instruction on a daily basis can help improve students, especially those with language barriers, with writing across the curriculum. It is important to learn how to write appropriately but, students must also be able to transfer what was learnt in the intervention across other areas.

Literature Review:

Jones, Reutzl & fango, (2010) conducted a study on interactive writing and writing workshop, on kindergarten students' acquisition of early reading skills. The researchers found that interactive writing and writing workshop are equally effective in promoting acquisition of early reading skills. Saddle, Behforooz & Asaro, (2008) performed a study on sentence-

combining practice using a peer-assistance component to improve the writing ability of 6 fourth-grade students. The methods used in this study were sentence combining skills along with peer assistance tutoring. The results showed that with the support of sentence-combining practice it increased sentence construction ability. It also increased story quality and writing complexity. Ruth & Guinee, (2011) investigated the effects of interactive writing, a dynamic approach to writing instruction designed specifically for young children, on the independent writing of first graders enrolled in urban schools in metropolitan area. The method used in this study is ten minutes a day interactive instruction for independent writing. The results showed that children in the interactive writing condition showed greater growth on measures of independent writing than a comparison group. Brunstein & Glaser, (2010) designed a study to identify, through mediation analysis, potential casual mechanisms by which procedures of self-regulated learning increase the efficaciousness of teaching young students strategies for writing stories. The students received either self-regulatory writing strategies training or were taught writing strategies without self-regulation procedures. The studies showed that writing strategies along with self-regulation procedures improved students' skills of planning and revising stories and thereby enhanced the quality of the resulting stories.

Research Methodology:

My plan is to set aside fifteen minutes a day to work on writing. In these fifteen minutes I will work with students on sentence construction making sure each sentence has a complete thought and proper punctuation. These mini lessons will start off teacher centered and gradually become student centered with teacher support. Along with teaching students how to write a complete sentence students will be taught self-monitoring skills. Students will be taught how to use a check off system in order to keep track of their sentences. They will be taught this process until they do not need to use a check off sheet. It has to be in the students' memory because they will not have a check list in order to make sure their sentence is correct. Gradually students will be whined from using the check list and start using their memory to keep track. It will only be three steps and not had for students to follow or remember. My class consists of thirty-six students. Twenty-seven of these students are first graders and eight are low performing second graders. All of the students are ESOL level threes and fours but there is still a huge language barrier/gap. All students will receive the intervention but only the lowest five students will be tracked and monitored throughout the study.

Finding or Results:

The ideal result for this study is for the students to improve their writing skills. Also to have students become independent writers that knows how to self-correct and revise work. Teaching students' self-correction and monitoring skills will help them become independent writers. They will also become responsible for their own work and take pride in what they do and write. Most importantly the skills learnt in the intervention will be transferred across curriculum and subject areas.

Implications for the field: