Self-Regulated Strategy Development Writing Instruction with Elementary-Aged Students Learning English

by

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ABSTRACT

With Common Core State Standards (CCSS), all students are held to the same high expectations, including students learning English and other learners who may have academic difficulties. Many students learning English have trouble writing and need effective writing strategies to meet the demands the standards present. Ten fourth and fifth grade students learning English (6 girls and 4 boys), whose home language was Spanish, participated in a multiple baseline design across three small groups of participants with multiple probes during baseline. In this study, self-regulated strategy development (SRSD) for opinion writing using students' own ideas was evaluated. Students who participated in this study demonstrated an increase in: the number of persuasive elements (e.g. premise, reasons, elaborations, and conclusion) included in their essays, overall essay quality, and the number of linking words used when writing opinion essays using their own ideas. Additionally, students' knowledge of the writing process and opinion-writing genre improved. Students found the instruction to be socially acceptable. Limitations and directions for future research are discussed.

To My Family,
For their endless encouragement, support, and love.

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The population of school-aged students in the United States (U.S.) learning English continue to grow rapidly (de Jong, 2014; de Jong, Harper, & Coady, 2013; Olson, Scarcella, & Matuchniak, 2015a) and over the past two decades the population of these students has grown by nearly 170% (Olson, et al., 2015a). In North America, the increase has affected elementary classrooms the most (Freeman & Freeman, 2007).

The terms used to describe students who are learning English in the U.S. continue to change overtime with shifts in socio-political dynamics (NCTE, 2008). Terms used to describe students learning English in the U.S. include, but are not limited to: English Language Learners (ELLs), English Learners (ELs), Limited English Proficiency (LEP), English as a Second Language (ESL), Generation 1.5 Learners, and L2 students (Ferris & Hedgecock, 2014; NCTE, 2008; TESOL, 2017). The terms ELL and EL seem to be preferred over LEP since they do not emphasize a deficit (NCTE, 2008). For the remainder of this paper the phrase "students learning English" will be used to describe this population of learners in order to be consistent with person-first language.

As a group, students learning English experience higher school dropout rates and exhibit significant achievement gaps on standardized assessments (Short & Echevarria, 2004). Students learning English, especially young children learning English, are faced with the difficult task of acquiring a second language while simultaneously developing their first language (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). Many students learning English lack the specialized knowledge of academic language (Olson, Scarcella, & Matuchniak, 2013). This lack of proficiency in academic language can affect the ability to comprehend texts, effectively write and express ideas, and learn academic content (Francis, et al., 2006).

There are many challenges that students in general face when learning to write, however, these challenges are amplified for students learning English as they attempt to compose in a second language (Olson, Scarcella, & Matuchniak, 2015b). Skilled writing is "a conscious, demanding, and self-directed activity" where coordination of multiple mental activities is necessary if writers are to achieve their goals (MacArthur & Graham, 2016, p. 26). Many times students learning English are on cognitive overload in mainstream classes as they juggle cognitive processes which cause constraints on activities such as planning, retrieving words, and organizing those words so they make sense (Olson et al. 2013, 2015b).

When writing, students learning English must consider their linguistic resources such as vocabulary, morphology, syntactic rules, semantics, and pragmatics of the English language while also drawing on their metalinguistic awareness such as figuring out how to spell a word, where to put a period, and how to organize supporting details (Olson et al., 2015b). Since students learning English are in the process of learning linguistic features of the English language, they may not understand how to adjust their use of language appropriately to meet the needs of various audiences (Olson et al., 2015b).

Students learning English, like native English speakers, bring an assortment of background knowledge with them to school, however it is frequently knowledge of different histories, cultures, and places and some of this knowledge is not the background knowledge expected by schools (Deussen, Autio, Miller, Lockwood, & Stewart, 2008). Students with varying cultural backgrounds may lack cultural information required to complete specific writing assignments for specific audiences (Olson et al., 2013).

The writing challenges that students learning English face are evidenced through their standardized literacy assessment scores. On the 2011 eighth grade writing assessment, only 1% of students learning English scored at or above the proficient level (NAEP, 2011). Additionally, 65% of students learning English were below the basic level compared to 17% of native English speakers (NAEP, 2011).

Writing is a crucial and complex skill. It promotes educational, occupational, and social success, however many writers do not acquire the necessary proficiency in this area (Graham & Harris, 2014). Writing is more than just demonstrating what one knows- it helps learners understand what they know (Magrath, Ackerman, Branch, Clinton Brislow, Shade, & Elliot, 2003). Writing is a powerful tool that allows people to stay connected, entertain, communicate, and influence others (Graham & Harris, 2013).

Surprisingly there is little research on common educational practices and recommendations for working with students learning English (Goldenberg, 2012). Students learning English are often times excluded from experimental studies (Solano-Flores, 2008). Due to the lack of writing research with elementary-aged students learning English, I conducted a study to investigate writing instruction with this population of learners.

Five areas will be discussed in the remainder of this section. First, learning to write and teachers' preparedness for working with students learning English will be explored. Second, an overview of previous research with elementary-aged students learning English relevant to the current study will be provided along with recommendations for working with this population found in the literature. Next, the instructional approach, Self-Regulated Strategies Development (SRSD), will be reviewed

and aligned with recommendations for working with students learning English. Fourth, a pilot study that informed the present study will be described. Finally, I discuss the purpose and research questions for the current study.

Learning to Write

Learning to write is a powerful component of the Common Core State Standards (CCSS). The CCSS document indicates three writing genres: narrative, informative, and opinion/persuasive need to be addressed in the elementary grades (CCSS, 2017). Students are expected to write for a variety of purposes and "use writing to recall, organize, analyze, interpret, and build knowledge about content or materials read across discipline-specific subjects" (Graham & Harris, 2013, p. 4).

By fourth grade, CCSS require students to include facts and information to support their ideas when writing opinion essays. Developing genre knowledge and background skills for writing opinion essays using students' own ideas is a foundational skill needed before students can use information from source text to develop their essays.

CCSS hold all students to the same high expectations, including students learning English. Students learning English need effective writing strategies to meet the demands the language arts standards present. A range of supports are needed to ensure that students learning English can master the standards such as extra time, instructional accommodations, and appropriate assessments as they develop English language proficiency and content area knowledge (National Governors Association & Council of Chief State School Officers, 2010). Teachers are encouraged to use professional judgment, tools, knowledge, and experience they deem most helpful in assisting these learners with meeting the CCSS (National Governors Association & Council of Chief

State School Officers, 2010; Olson et al., 2013). However**,** many teachers are underprepared to handle this difficult task.

Most teachers have had little or no professional development for teaching students learning English (Lucas, Villegas, & Freedson-Gonzales, 2008). The influx in students learning English has shifted a teacher's job from supporting academic achievement in subject areas to supporting academic achievement while promoting English language and literacy development (Lee & Buxton, 2013). About 88% of mainstream teachers teach students learning English and research suggests that most of these teachers do not have the basic foundational knowledge regarding issues related to these learners (de Jong et al., 2013), leaving the majority of teachers working with students learning English feeling unprepared to meet their students' content specific learning needs. The current study explores a writing intervention with students who are learning English to add to the knowledge base for writing that teachers can use when working with this population of learners.

Previous Research

Many recommendations for working with students learning English in the literacy classroom can be found in the literature; empirical research supporting these claims, however, is limited. I conducted a literature review of quantitative and single-case research studies on writing interventions for elementary-aged students learning English in the U.S. (see Appendix A) (Barkel, 2017). Guidelines for inclusion of articles in this review were: a focus on kindergarten through fifth grade, implementation of a writing intervention, and the research must have been conducted in the U.S. Studies were excluded if spelling or handwriting was the only focus of the writing intervention, if there

were no writing measures as an outcome variable, and/or if studies involved English as a Foreign Language (EFL). Only two articles and three dissertations met this set of pre-established guidelines and were critically reviewed (Green, 1991; Gomez, Parker, Lara-Alecio, & Gomez, 1996; Kirby 1987; Korducki, 2001; Prater & Bermudez, 1993).

Four of the studies had weaknesses in their methods and had little applicability to the present study (Green, 1991; Gomez et al., 1996; Kirby 1987; Prater & Bermudez, 1993). However, the fifth study (Korducki, 2001) had the strongest methods and was more relevant to the present study.

Korducki (2001) used a multiple baseline design to investigate if strategy instruction improved story composition and if strategy instruction generalized across languages. The subjects in Korducki's study were eight fifth-grade Latino students who were bilingual and either learning disabled or identified as having an academic delay. The SRSD model was used to instruct pairs of students. SRSD is an explicit, discourse rich, recursive, and collaborative instructional approach that can be used when teaching strategy instruction. Two pairs were taught and responded to writing assessments in English, one pair was taught in Spanish, and one pair was taught using a mix of Spanish and English. However, the lessons and instructional procedures used to teach the pairs of students were identical with the language used being the only difference.

In this study, writing probes were administered to students at baseline and after instruction (Korducki, 2001); no probes were collected during instruction. During the baseline phase students wrote essays in both their dominant and less developed language. During post instruction students wrote in their dominant language. Immediately after post instruction, during a generalization phase, students wrote essays in their less developed

language. Students wrote in their dominant language for maintenance probes. The group instructed in both Spanish and English did not complete post instruction and maintenance probes due to time constraints.

Essays were scored for the following: story grammar elements, prewriting time (planning), strategy use, holistic rating, and number of words written. Korducki (2001) found all six students' who completed post instruction probes story grammar elements written in their stronger language improved following SRSD instruction. Students also showed evidence of planning after instruction, with the exception of one student (Spanish dominant) who did not increase planning time during the generalization probes. All students demonstrated strategy use on most probes after SRSD instruction.

As a group, however, the students showed little change in essay quality after instruction. Only one, student (English dominant) showed evidence of improved writing quality in their dominant language after instruction. Only one student (English dominant) showed evidence of improved writing quality in their less dominant language after instruction. Furthermore, these two students were the only participants to show a marked increase in average essay length after instruction. After the intervention, all students were able to generalize the effects of SRSD to their non-dominate language, which was evidenced by an increase in elements.

Korducki's (2001) study informed the current study in many ways. First, the writing intervention, SRSD, showed some positive writing outcomes for students. Although Korducki focused on story writing, the SRSD framework can be applied to other genres, allowing me to investigate opinion writing. Next, because all students who completed post testing probes after receiving SRSD instruction in Korducki's study

included more elements in their compositions (on average), number of elements was my main variable of interest. I was interested in seeing if results would be similar with a different genre of writing required by the CCSS (opinion writing). Because Korducki found some mixed results on other writing variables such as writing output and overall quality, I wanted to examine these outcome variables as well.

Third, due to time constraints the fourth group in Korducki's (2001) study was not able to complete post testing probes. Korducki did not collect any probes during instruction, therefore there was no evidence of how this group responded to the instruction or how any of the groups responded while instruction was occurring. Additionally, other studies investigating the impact of SRSD for opinion writing did not collect data during the intervention (De la Paz & Graham, 1997; Lienemann, 2006). For these reasons, I sought to gain a better understanding of how students were responding to instruction while the intervention was taking place at key points essential to the criterion-based nature of the instruction. I was interested in collecting data during four points in instruction: after a graphic organizer was introduced, after teacher modeling, after one collaborative essay had been written, and during independent performance.

Last, Korducki's (2001) method of using a multiple baseline design across groups seemed to be a good fit for the type of research questions I had and the type of investigation I wanted to complete. In certain situations, interventions may need to be explored on the individual level (Byiers, Reichle, & Symons, 2012). Single-case experimental designs (SCEDs) are adaptive research designs that allow for the investigation of individual participant differences (Plavnic & Ferreri, 2013). SCEDs can help researchers identify interventions that work and adaptations needed for specific

participants when previously efficacious interventions do not work in applied settings (Plavnic & Ferreri, 2013). Since the effects of many treatments do not disappear, multiple baseline design can be useful in determining functional relations when it is not possible to return to baseline or when it is not ethical to withdrawal a treatment (Gay, Mills, & Airasian, 2009; Plavnic & Ferreri, 2013). In addition to what was learned from this study (Korducki, 2001), I reviewed the more general recommendations for literacy instruction for students learning English.

Recommendations for Literacy Instruction with Students Learning English

While research is limited, common recommendations were found for teaching students learning English across the literature base on students learning English. Deussen et al. (2008), for example, noted that all students need good instruction including: high standards, clear goals, a content-rich curriculum, well-paced instruction, opportunities for practice, appropriate feedback, frequent progress monitoring, reteaching when needed, and opportunities for collaboration.

Many authors recommended a strong emphasis on the development of vocabulary and academic language for students learning English (Francis et al., 2006; Goldenberg & Coleman, 2010; Meltzer & Hamann, 2005; Shanahan & Beck, 2006). Additionally, literacy instruction for students learning English should be explicit (Echevarria & Vogt, 2010; Goldenberg & Coleman, 2010; Olson et al., 2015b). Literacy routines for this population of learners should include modeling, scaffolding, engagement, and practice of multiple drafts of writing (Cummings, 2016). Instruction should be carefully planned and interactive between both learners and their teachers (Genesee & Riches, 2006). Small-group instructional interventions may help students learning English who are having

difficulty in literacy (Baker et al., 2014; Gersten, Baker, Shanahan, Linan-Thompson, Collins, & Scarcella, 2007). Teachers should design culturally responsive curricula by drawing on students' background, their experiences, cultures, and languages (Freeman & Freeman, 2007). Furthermore, a students' home language can be used to promote academic development (Goldenberg, 2012), cognitive skills development, and second language literacy acquisition (Kim, Boyle, Zuilkowski, & Nakamura, 2016). Additional instructional recommendations found in the literature included use of graphic organizers (Goldenberg & Coleman, 2010; Olson et al., 2015b), mentor texts, and meaningful visuals (Olson et al., 2015b).

Shanahan and Beck (2006) argued that what works with native English speakers appears to generally work with students learning English. For young children learning English, early writing may develop in ways that are very similar to particular features of early writing development in native English speakers (Fitzgerald, 2006). Graham and Perin's (2007) meta-analysis of writing intervention research indicated that strategies instruction approaches had one of the strongest impacts (effect size=0.82) on writing performance with school-age students of any intervention researched. Additionally, the weighted effect size for SRSD studies was 1.14, which was much larger than non-SRSD studies (0.62) (Graham & Perin, 2007). For these reasons, and as noted earlier, because SRSD had positive effects in one study (Korducki, 2001) located with this age group, although in a different genre, the SRSD instructional approach for writing was chosen for this proposed study. SRSD aligns with many recommendations for literacy instruction with students learning English, which will be described next.

Self-Regulated Strategies Development

SRSD has been examined in over 100 studies and is regarded as an evidence-based practice by What Works Clearinghouse (Harris, Graham, Chambers, & Houston, 2014). Briefly described, SRSD is an explicit, discourse rich, recursive, criterion-based approach that uses teacher modeling, collaborative writing, and self-regulation components to help scaffold students' development of powerful writing and self-regulation strategies until students are able to reach independence with their writing (Harris & Graham, 2009; Harris et al., 2014; Harris, Graham, & Mason, 2006). SRSD has been used with many different populations including: typically developing students (Harris et al., 2012b), students who have difficulty with writing (Harris, et al., 2006; Harris, Graham, & Adkins, 2015), and students with disabilities (Harris et al., 2016). However, as previously noted, only one study on how elementary-aged students learning English responded to SRSD writing instruction was found.

SRSD aligns with many of the recommendations for working with students learning English. First, it is rich in discourse. "Mastery of academic language is arguably the single most important determinant of academic success for individual students" (Francis, et al., 2006, p. 7). To assist with building academic language proficiency, students learning English need many structured opportunities to participate in academic discourse through speaking and writing (Francis, et al., 2006; Gersten & Baker, 2000). Academic language proficiency is related to achievement in writing, therefore direct instruction in both oral and written academic language for students learning English is crucial (Biancarosa & Snow, 2004; Gersten & Baker, 2000). Next, with SRSD, teachers provide explicit instruction to students. Literacy instruction for students learning English

should be direct, explicit and specific (Echevarria & Vogt, 2010; Goldenberg & Coleman, 2010; Olson et al., 2015b).

Third, SRSD provides many interactive and collaborative opportunities. Interactive strategies provide students learning English with important opportunities to articulate their thinking while learning from the thinking of others (Deussen et al., 2008). Interactive teaching should be appropriately structured and incorporate highly engaging extended interactions with peers and teachers where students learning English are challenged cognitively and linguistically (Goldenberg & Coleman, 2010).

Fourth, teacher modeling and scaffolding are key components of SRSD. When teaching writing to students learning English, structured approaches have been found to be more effective than approaches without structure or scaffolds (Shanahan & Beck, 2006). Literacy routines for students learning English should include modeling, scaffolding, engagement, and practice of multiple drafts during the writing process (Cummings, 2016). Teacher modeling is a necessary early step for successful strategy instruction (Meltzer & Hamann, 2005) and strategy instruction has been recognized as an effective practice for literacy development (Graham & Perin, 2007) for both students learning English and native English speakers (Olson et al., 2015b). Scaffolding is also beneficial for students learning English; when teachers scaffold instruction, they help break learning up into manageable pieces, which allows teachers to provide challenging instruction for students who need extra support (Olson et al., 2015b).

Finally, in SRSD instruction, students learn self-regulation components such as self-monitoring and goal setting. Monitoring allows students as well as teachers to assess student progress. Regularly screening students and monitoring their progress (Gersten et

al., 2007) using multiple forms of assessment (Meltzer & Hamann, 2005) allows teachers to purposefully plan instruction based on assessment data (Echevarria & Vogt, 2010) while also documenting student growth (Stecker, Fuchs, & Fuchs, 2005).

Pilot Study

To inform the present study, I conducted a pilot study with students who met the same inclusion criteria. Students were in fourth and fifth grade, were learning English, and spoke Spanish as their first language. All students scored at the overall basic or intermediate level on the Arizona English Language Learner Assessment (AZELLA). Based on scale scores, the AZELLA classifies students into one of four overall categories: preemergent/emergent, basic, intermediate, and proficient (ADE, 2017). Students who participated in the pilot study had good conversational English, but had difficulty with academic English.

During the pilot study, the district's English Language Learner Department's Director of Multiple Projects, classroom teachers, and literacy coaches evaluated a list of potential testing prompts based on topics related to school and/or home issues to determine the prompts' appropriateness for this population of learners and to eliminate any prompt that would be used during regular class instruction. Cultural considerations (e.g. differences in language and meaning) are important when assessing the validity of a measure (Kratochwill, 2003).

Additionally, these educators had a chance to recommend additional prompts. The feedback gained helped in the development of a series of topics to be used for testing (see Appendix B). After the pilot study was completed, a few of these prompts were reworded

for clarity with the help of team members including a native Spanish-speaker (see Table 1).

A multiple baseline design across participants with three baselines was implemented. Each baseline had one student. Participants were taught to write opinion essays using their own ideas with the SRSD instructional framework. All students who participated in the pilot study demonstrated an increase in the number of persuasive elements, overall writing quality, and number of linking words after the intervention (see Appendix B).

Cecelia was a fifth grade girl. She scored at the overall basic level on the AZELLA. During SRSD instruction Cecelia came up with interesting hooks to grab her readers' attention. Cecelia spent time deciding how to organize her reasons within her essays. She would push herself to come up with more and better reasons to convince her reader to agree with her.

Lupe was a fourth grade girl. She scored at the overall basic level on the AZELLA. Lupe participated regularly when writing collaboratively and could come up with many interesting ideas. Her handwriting was sometimes difficult to read. When asked to write independently, Lupe sometimes refused to write and needed a reinforcer to complete writing tasks. Once a reinforcer was introduced, Lupe completed all writing assignments independently.

Mario was a fourth grade boy. He scored at the overall intermediate level on the AZELLA. Mario came up with many reasons when writing collaboratively, but would only include three reasons when writing independently. He made sure to have eight or

more parts when writing his essays, though he would try to work very quickly. Many times he would use the same hook to try to get his reader's attention.

The pilot study assisted in illuminating five adaptations that may need to be considered with SRSD instruction when working with students learning English: 1) additional time for building academic vocabulary, 2) ways to deal with motivational issues when writing, 3) use of additional memory aids, 4) additional instruction for writing a topic sentence, and 5) clarification of some writing prompts.

First, all students needed additional time across many days to build the academic vocabulary introduced with this genre. Second, motivation during testing was an issue for one of the three students (Lupe). Lupe announced during post testing that she had done enough writing, indicating that writing fatigue due to frequent assessments was an issue. Thus, to increase her motivation, a reinforcer was implemented during testing for doing her best work. Third, most of the participants needed additional memory aids when creating a graphic organizer for note taking on scratch paper. For example, some students included a drawing of a hook on their plan sheet to remind them to hook the reader while others drew lines near each reason to remind them where to include linking words on their organizer.

Fourth, some students needed additional time and practice creating a topic sentence when they were not asked to choose a side. For instance, students could take a side and write a topic sentence for which video game was their favorite, but had difficulty generating a topic sentence when a prompt indicated which stance they needed to take (i.e. why school uniforms are good to have). Finally, although many steps were taken to create prompts that were appropriate for students learning English, some students needed

clarification and/or confirmation of what a writing prompt was asking. For instance when asked to write about the importance of learning another language one student asked, "What does it mean learn another language? Like to speak two languages like me?" Based on the reviewed literature and results from the pilot study these adaptations were anticipated for the current study.

Purpose of Study and Research Questions

The purpose of the present study, a multiple baseline design across groups with multiple probes during baseline, was to examine the effectiveness of SRSD instruction for writing opinion essays with fourth and fifth grade students learning English who were having difficulties learning to write. The study was designed to address three research questions.

For fourth and fifth grade students learning English, what are the effects of SRSD instruction for opinion essay writing on:

1. the total number of persuasive essay elements (premise, reasons, elaborations, and conclusion), writing quality, use of linking words, and writing output (number of words written)?
2. students' knowledge of the writing process, students' genre knowledge, students' attitude toward writing, and changes in writers' beliefs about themselves?
3. students' perceptions of the social validity of the SRSD approach to writing instruction for opinion essays?

I anticipated that students who participated in this study would obtain initial competence in writing opinion essays using their own ideas. Previous research shows that these gains can be expected to be significant and meaningful among students who are

experiencing difficulty learning to write (Harris et al., 2016; Korducki, 2001). This improvement would be evident by an increase in total persuasive elements, writing quality, number of linking words, and writing output after receiving SRSD instruction. SRSD instruction uses modeling, collaborative writing, and self-regulation components, which help scaffold students' development of powerful opinion writing and self-regulation strategies until students are able to write independently (Harris & Graham, 2009; Harris et al., 2006; Harris et al., 2014). These instructional components will likely aid in students' production of stronger opinion essays.

Furthermore, I predicted that students' knowledge of the writing process would increase because students were taught explicit strategies to work through the writing process, which were modeled and scaffolded over the course of the writing instruction. I also predicted that students' genre knowledge for opinion writing would increase since SRSD instruction is discourse-rich and provides many opportunities for students to consider task, purpose, and audience. Additionally, students use self-evaluation and self-monitoring to assess whether or not their essays have all of the parts of a strong opinion essay such as a way to hook their reader, a topic sentence, reasons, explanations of their reasons, and an ending that wraps up their essay. These instructional components are expected to help improve students' genre knowledge.

I also hypothesized that students' attitude towards writing and changes in writer beliefs would positively improve after receiving SRSD instruction. The instruction emphasizes that with effort by both the student and instructor; the teacher will help the student learn tricks to becoming a stronger writer. Students learn ways to self-regulate their thoughts while writing to encourage them when writing is tough, help them

determine which writing step is next, and complete it, check their work, and celebrate their successes.

Finally, I predicted that students would find the instruction to be acceptable since it provides them with explicit skills and knowledge needed to write powerful opinion essays, self-regulate during the writing process, and receive scaffolded instruction that fades gradually as students are able to write independently. Other studies involving elementary-aged writers found SRSD instruction for opinion writing to be socially valid (Harris et al., 2006; Harris et al., 2012a; Harris et al., 2015; Little, Lane, Harris, Graham, Story, & Sandmel 2010).

Method

Setting

This study took place in three public elementary schools in one school district outside a large metropolitan area in the state of Arizona. There were nine schools in the district (six elementary schools, two middle schools, and one high school). All three schools in this study served grades kindergarten through fifth; additionally school C offered preschool classes. Student enrollment in the district exceeded 6,800 students. Student enrollment in the three schools ranged from 507-686 students. Within the district, 57% of students were eligible for free and reduced price lunch, 14% were classified as learning English as a second language, 17% received special education services and 4% were classified as gifted and talented. At the district level, 38% of students were Caucasian, 36% of students were Hispanic, 13% of students were African American, 7% of students were Native American, 2% of students were Asian, less than 1% of students were Pacific Islander, and 4% of students had more than one race.

At school A, 632 students were enrolled. Fifty percent of students were eligible for free and reduced price lunch, 16% were classified as learning English as a second language, 19% received special education services, and 2% were classified as gifted and talented. Forty-one percent of students were Hispanic, 32% of students were Caucasian, 12% of students were African American, 5% of students were Native American, 3% of students were Asian, 0% were Pacific Islander, and 8% of students had more than one race.

At school B, 686 students were enrolled. Sixty-seven percent of students were eligible for free and reduced price lunch, 8% were classified as learning English as a second language, 27% received special education services, and 0% were classified as gifted and talented. Thirty-two percent of students were Hispanic, 31% of students were Caucasian, 14% of students were African American, 2% of students were Native American, 2% of students were Asian or Pacific Islander, and 3% of students had more than one race.

At school C, 507 students were enrolled. Sixty-six percent of students were eligible for free and reduced price lunch, 17% were classified as learning English as a second language, 15% received special education services, and less than 1% were classified as gifted and talented. Forty-three percent of students were Hispanic, 26% of students were Caucasian, 12% of students were African American, 10% of students were Native American, 2% of students were Asian, less than 1% of students were Pacific Islander, and 6% of students had more than one race. All three schools received Title I funding.

School, Teacher, and Student Participants

Ten students in grades 4 (3 boys and 3 girls) and 5 (1 boy and 3 girls) who were learning English and receiving ELL services participated in this study. Schools, teachers, and students were identified for potential inclusion in this study as described next. Based on quality standards for SCED research, participant selection (Horner, Carr, Halle, McGee, Odom, & Wolery, 2005; Kratochwill, 2003), inclusion/exclusion criteria (Kratochwill, 2003; Tate et al., 2016), and participant characteristics (Cook et al., 2014; Horner et al., 2005; Kratochwill, 2003; Tate et al., 2016) are described with enough detail for others to select participants with similar characteristics (Horner et al., 2005).

School recruitment. The English Language Learner Department's Director of Multiple Projects in the district reached out to school principals and literacy coaches at three elementary schools to see if they would be willing to participate in the study. I was able to meet with principals, coaches, and/or teachers to provide further study details and answer any questions they may have had. All three principals agreed to have their schools participate in the study. As part of recruitment procedures, a list of students who were in fourth or fifth grade, spoke Spanish as a first language, and scored at the overall basic or intermediate level on the AZELLA was obtained from these three schools. The AZELLA is a standards-based assessment that measures English language proficiency for students learning English (ADE, 2017). Students are classified into one of four overall categories: preemergent/emergent, basic, intermediate, and proficient based on scaled scores (ADE, 2017).

Teacher involvement. Teachers with potential student participants were given consent forms seeking their assistance selecting potential students for the study and

permission to interview them after instruction began at their school. Ten teachers (five fourth grade and five fifth grade) consented to participate. Of the ten teachers, eight had students who participated in the study. Of these eight teachers, six participated in the interview. During instruction, I conducted a short (approximately 10-minute) open-ended interview with teachers who had students participating in the study to gain insight about their teaching practices, how they supported students learning English in general, and the participants.

Incentive for teachers. All teachers who had a potential student participant in their class were offered a one-time incentive (a fifty-dollar gift card for their time and effort) once the study was completed. Teachers were offered only one gift card regardless of how many students from their class were screened and whether or not the student(s) participated in the study.

Inclusion criteria. Participants met the following inclusion criteria: a) attended fourth or fifth grade, b) identified by their teacher as writing below grade level (based on teacher observations, student grades, and/or assessment data), c) scored at the overall basic or intermediate level based on their most recent AZELLA, d) spoke Spanish as their first language, and e) did not have a recognized attendance problem. Students who did not meet these criteria were excluded. In addition, any students included in the pilot study conducted in the same district the previous year were excluded from this study. Students who met the inclusion criteria were then screened for additional criteria.

Screening. I reached out to teachers to gain information about potential student participants' writing ability. As part of regular classroom procedures, twenty-one students identified as meeting the previously described criteria were given a researcher

constructed opinion writing pretest that asked students to write an essay in English persuading their classmates that it is important to wear a helmet when riding a bike.

The pretest, written in English as noted, was scored for the number of persuasive essay elements (discussed further in Writing Measures), and to ensure students wrote at least one full sentence in their response, as the instruction would not be appropriate for students who could not yet write a simple sentence. These screening scores helped in the selection of potential participants that were as similar as possible. Students who scored at or above 2 and at or below 6 elements on the opinion writing screener were considered for participation. As necessary in high-quality SCED, having participants that were as homogeneous as possible helped establish experimental control (Gast, 2010).

Parent consent. Of the 21 students screened, 17 met all inclusion and screening requirements: (a) attended fourth or fifth grade, b) identified by their teacher as writing below grade level (based on teacher observations, student grades, and/or assessment data), c) scored at the overall basic or intermediate level based on their most recent AZELLA, d) spoke Spanish as their first language, e) did not have a recognized attendance problem, f) wrote a full sentence on the opinion writing screener, and g) scored at or above 2 and at or below 6 elements on the opinion writing screener. The remaining four students scored above or below the screening criteria. Parent/guardian consent letters were sent home in both English and Spanish. Teachers were provided with five-dollar gift cards to distribute to all students who returned their parent consent letter as a thank you for bringing the form back. Students received the gift card regardless of their parents' answer on the consent letter. Twelve students returned parental consent

forms allowing permission to participate, four students returned parent consent forms refusing permission to participate and one student did not return the parent consent form.

Student assent. Of the 12 students with parental permission to participate, eleven were assented and agreed to participate in the study. The twelfth student was not assented because he had previously indicated he did not want to participate in the pilot study.

Grouping students. I sought to have three to four students in each instructional group, as previous research on SRSD instruction with small groups has indicated this size group works well when students are experiencing difficulty learning to write (Harris & Graham, 2018). One school (school C) had five potential students, therefore only four were chosen to participate in instruction based on their writing scores. The fifth student began in baseline with the other students, but included more total elements and stronger use of vocabulary in his essays compared to others in the group, therefore he did not continue in the study. Groups were created based on the school students attended (see Table 2 for groups and demographic information). The groups were purposefully chosen to begin instruction first, second, and third based on school schedules and the number of students initially in each group (i.e., because Group C had 4 students, this group was last as potential loss of a student had less impact). Group A was at school A and received instruction first, Group B was at school B and received instruction second, Group C was at school C and received instruction last.

Participating Students

Group A. This group included three students. Bersain was a fourth grade boy. During an opinion writing screener he wrote one run-on sentence containing 38 words.

His essay contained no capital letters, but did include a period at the end and words and phrases such as “that why” and “because” to join ideas together. His sentence was, “wi have to wear helmet because if wi don’t wear helmet when wi ar driaveng or bike we can get jert and wi can go to the ospital that why wi have to wear helmet jut and cais.” School personnel reported that he was born in Mexico and had been attending school in the U.S. for one year. Prior to moving to the U.S., he attended school in Mexico. His teacher reported that Bersain lived with his mother and stepfather. His mother spoke Spanish and English and his stepfather spoke English. During instruction, Bersain sometimes had difficulty finding the word in English he was looking for but was persistent in describing his thoughts until he was able to get his message across verbally. During our writing group, he regularly mixed up pronouns such as he/she and him/her. He worked quickly and was often the first one done with his work within the group.

Isaac was a fourth grade boy. During an opinion writing screener he wrote 67 words, which were organized into three sentences. One sentence was a run-on sentence which used words like “so” and “because” to tie ideas together. An example sentence was, “In other reason you should wear a helmet so your brain doesn’t get injured.” School personnel reported that he had always attended school in the U.S. His teacher stated that Isaac lived at home with both parents who primarily spoke Spanish. His teacher also reported that Isaac did not get much academic support at home. During our writing group, he was quiet and worked hard. Many times he was the last one in the group to finish when writing an essay independently. When planning, Isaac would write full sentences instead of shorter notes. He told me that he could understand Spanish but he was not able to write in Spanish.

Maria was a fifth grade girl. During an opinion writing screener she wrote 50 words in four sentences. She did not use capitals at the beginning of her sentences, but did begin with transitions such as "number 1" and "that's why." An example sentence was, "number 3, if you get ranned over your head won't get damaged." School personnel reported that she was born in the U.S. and had always attended school in the U.S. Maria's teacher stated that she lived at home with her parents and siblings, though her father traveled often for work. Her parents spoke Spanish. Her teacher also indicated that Maria was sometimes overconfident in her writing abilities but caught many mistakes when she slowed down and reread her work. In her fifth grade class, she did not seek out assistance when she was unsure how to do an academic task. She was very respectful and enjoyed socializing with peers. In the writing group, Maria had difficulty coming up with reasons at times, though she made sure to include elaborations for the reasons she did have.

Group B. This group included three students. Miguel was a fourth grade boy. During an opinion writing screener he wrote 36 words in one run-on sentence. He used a period at the end of the sentence and used capitals inconsistently. His sentence read, "you have To wear a helmet well Raiding a bike because if you dont wear a helmet you can get hert well Raiding a bike if you dont have it on your head it for safety." School personnel reported that he was born in the U.S., although he attended school in Mexico at some point in time. Miguel's teacher confirmed that he lived at home with his parents and siblings where he spoke more Spanish than English. Miguel's mother spoke English, but was more comfortable speaking Spanish. His fourth grade teacher worried that he was not keeping up with the class. In the writing group, Miguel was very talkative and participated regularly in lessons, though quickly tried to turn the conversation into one of

interest to him. In the writing group, he worked quickly and was usually the first one done with writing tasks. Miguel sometimes skipped parts when planning and writing such as linking words, even though he verbally discussed the need for them during the instruction.

Angelina was a fourth grade student. During an opinion writing screener she wrote 46 words in one run-on sentence. She began her sentence with a capital letter and ended it with a period, but also used capitals in other, inappropriate places. Her sentence was, "All was wer a helmet becus if you fole oof youer bike and hed frst you mite Brak youer hede thats why thay made helmet fore one haves a Big bump on ther hed you even have to wer a helmet wen you have traning wells." School personnel reported that she lived at home with her parents. Her teacher stated that she spoke Spanish with her father and English with her mother and cousins. She was born in the U.S. and had always attended school in the U.S. Her teacher referred her to the school's student assistance team because she was having trouble keeping up with the pace of the class. In the writing group, Angelina took her time to brainstorm ideas as she planned when writing. Angelina usually wrote full sentences on her plan sheet instead of shortened notes. Towards the end of instruction, she was careful to make sure to include all required parts when planning.

Beth was a fourth grade girl. During an opinion writing screener she wrote 121 words, which were organized into two run-on sentences. Beth used "because" and "and" many times to join ideas together. Her first sentence focused on the importance of wearing a bike helmet and her second sentence shared a story about riding her bike. An example sentence was, "All the kids nee to wear a helmet because they will fall off the

bike and they need a helmet on the bike frigt because all need a when we riding a bike and we will get hirt and it will hrit bab and wear a helmet." School personnel reported that she was born in the U.S. and had attended school in the U.S. This was her first year in the district. Beth's teacher explained that she lived at home with her father, grandmother, and seven other kids. Her grandmother spoke Spanish and her father spoke both Spanish and English. The father reported to the school that Beth received special education services at her previous school, although her current school had no documentation to support that report. It took her awhile to build a trusting relationship with her fourth grade teacher. In the writing group, Beth varied from having days where she was motivated to write and put forth substantial effort to having days when she showed frustration. On days when she found writing difficult, she groaned and put her head down. During instruction, she had difficulty understanding what some prompts were asking her to do. For instance, when asked to write about the best place to go on vacation she was not sure what the prompt was asking, which prompted a discussion from the instructor. Beth also seemed very distracted by things going on around her and was constantly looking around during our writing group. During instruction and post instruction testing, she seemed overwhelmed at times when asked to write an essay and asked if she had to plan.

Group C. This group included four students. Josephine was a fourth grade girl. During an opinion writing screener she wrote 103 words, which were organized into seven sentences. Most of her sentences began with a capital letter. An example sentence was, " If you don't wear a helmet you can get a head injury and go to the hospitle." School personnel reported that she lived at home with her parents and older sister,

however her father was out of town for extended periods for work. She was born in the U.S. and had always attended school in the district. Her teacher confirmed that she mostly spoke Spanish at home. Her older sister attended her parent-teacher conference to help translate for her parents. Her teacher stated that Josephine had a positive attitude towards learning. She approached her fourth grade teacher if she did not understand something covered in class. Her teacher reported that she asked if she could use the strategies she worked on in the writing group during writing assessments in class. Josephine always seemed happy to come to the writing group and worked the entire time.

David was a fifth grade boy. During an opinion writing screener he wrote 120 words, which were organized into four sentences. He used capitals inconsistently. An example sentence was, " So Thats why you should wear a Helmet but there is still more thing you can Do like Check your Brakes and also check your chains to see How strong They are." School personnel reported that this was his second year in fifth grade and that he was born in the U.S. David confirmed that he lived at home with his parents. David's teacher was not available for an interview, despite frequent requests, so little is known about his language background. Many times he was quiet during the writing group and did not orally participate without being prompted, although he seemed to be paying attention. He was quick to say, "I don't know," when asked a question, but when given time he was able to come up with an appropriate answer. He had difficulty remembering the mnemonics for the writing strategies in our group. Towards the end of instruction, he came up with catchy hooks to grab his reader's attention when writing but often forgot to state his beliefs on a topic both in the introduction and in the conclusion. He would

regularly ask how many more times the group would be meeting and seemed to be losing motivation to write towards the end of the study.

Xochitl was a fifth grade girl. During an opinion writing screener she wrote 202 words, which were broken into eight sentences, although the last sentence was a run-on and did not have a period at the end of it. Xochitl used capitals inconsistently in her essay. An example sentence was, "While we were on The swings we saw people walking and Biking and driving." School personnel reported that she was born in the U.S. Her teacher stated that she lived at home with her parents and spoke Spanish with her mother and some of her friends. Her mother always spoke Spanish and her father spoke some English. Xochitl's fifth grade teacher said that Xochitl worked hard and was very attentive but sometimes seemed to lack confidence in what she did. She sought frequent reassurance to make sure she was doing something correctly. She asked many questions in class and in the writing group and applied what she learned regularly. In the writing group, she used many creative ideas in her writing but sometimes wrote using an inappropriate genre for the task.

Sarah was a fifth grade girl. During an opinion writing screener she wrote 162 words, which were broken into fifteen sentences. Sarah sometimes used a capital letter at the beginning of her sentences, though many sentences were not complete thoughts. For example she wrote, "You need to always were a helmet when you ride your bike. so you won't fall. or If you fall on your head." School personnel reported that she was born in the U.S. Her teacher was not available for an interview, despite frequent requests, so little is known about her language background. During our writing group, Sarah was very social and would seek out conversations with students who were in the hallway on a

regular basis. During our sessions, she sought out clarification on many words she was not sure about. During an instructional lesson, for example, when she worked on a prompt about saving the environment, she asked about work environments because that was the only place she had heard the word environment. She was absent for three of the thirteen sessions and when she was in school, she was late to the group most days because she had to finish work in her classroom before she could come to the group, which caused her to miss important information. Towards the end of instruction, Sarah seemed to be losing interest; she would rush through her plans and essays. She often forgot to state her beliefs in her essays and would jump right into providing reasons.

Students' Persuasive Writing in Spanish

Prior to instruction, to help describe the students' ability to write in Spanish, a researcher constructed opinion writing assessment that asked students to write an essay to persuade their classmates to agree with them regarding a particular topic in Spanish, using a topic that differed from those given in English during the study was administered (see Appendix C). Students were asked to write an essay in Spanish one time. The Spanish opinion writing prompt was administered using audio-recorded standardized directions read in Spanish. After writing to the Spanish prompt, students who wrote in Spanish were audio-recorded reading their essay back to the test administrator so someone fluent in Spanish could use the recording to assist in the translation of the essays. The Spanish opinion-writing prompt was scored for total number of elements, quality, number of linking words, and writing output (see Table 3).

Bersain was the only student in Group A to write his essay in Spanish. Each student in Group B wrote in English on this task. David was the only student in Group C

who did not write his essay in Spanish. The translator noted that Xochitl had many grammatical errors in her Spanish essay. All students who wrote their essays in Spanish seemed excited to do so.

General Instructional Practices

SRSD writing instruction at all three schools was scheduled for four days a week for 30-35 minutes each day. It was anticipated that instruction for each group would take approximately 8-12 instructional sessions with each session lasting approximately 30-40 minutes over 3-5 weeks (Harris, Graham, Brindle, & Sandmel, 2009). However, based on my pilot study, one student took longer to master the criteria (19 sessions). Therefore, 8-19 instructional sessions were expected in this study. The number of actual instructional sessions ranged from 13-17 between groups (see Table 4).

I was the instructor for the first and third legs of the study. I had previous experience in SRSD instruction as a research assistant and teaching experience in grades K-5. A second doctoral student, also an experienced teacher, taught students in the second leg of the study. This doctoral student did not have previous experience with SRSD instruction, so she received training in SRSD instruction as described next.

The second SRSD instructor was trained following methods similar to those in previous studies (Lane, Graham, Harris, Little, Sandmel, & Brindle, 2010; Little et al., 2010). I provided approximately 10 hours of training to teach her how to implement SRSD instruction. She was provided a notebook containing all lessons, directions for activities, and materials. Following a practice-based professional development model, she practiced teaching all lessons until she was able to do so to criteria based upon the fidelity checklists for each lesson.

Instruction was held in a small group setting at a time selected by students' teachers in a quiet place in the school outside of the students' regular classroom. The intervention was supplemental to the students' regular writing instruction and occurred during the grade level time for students to get extra assistance in reading/writing, which was a time outside of students' regular writing instruction.

SRSD Instruction for Opinion Essay Writing

Following SRSD framework for writing, students received instruction on writing opinion essays using their own ideas. Source text was not introduced in this study because students did not have strong foundational skills to write opinion essays using their own ideas. Seven lesson plans adapted from lesson plans developed by Harris, Graham, and colleagues were used as a guide for instruction (for more information about instructional materials see Appendix D). The key components of each lesson were essential and instruction was criterion-based; therefore, it was anticipated that most lessons would take more than one day to complete (see Table 5 for a breakdown of lessons). Seven fidelity checklists, one for each lesson, highlighting the key components of instruction were used to score and report fidelity of treatment implementation.

Each participant received a student folder. The instructors also used a student folder during instruction for modeling and discussion purposes. The folder contained a mnemonic chart with writing strategies, a self-statements sheet, a linking words/hook resource page, and a self-evaluation rocket sheet. Additional materials used during instruction included a graphic organizer, flashcards, and model essays.

There are six stages of instruction in the SRSD framework: 1) develop background knowledge, 2) discuss it, 3) model it, 4) memorize it, 5) support it, and 6)

independent performance (Harris et al., 2014). Student progress drives the pace of instruction; just as each lesson is not typically covered in one single day, each stage is also spread out across multiple sessions with some overlap between stages. Throughout instruction students receive explicit instruction in general and genre specific writing strategies and in self-regulation of the writing process. Four self-regulation components are embedded throughout SRSD instruction: self-monitoring, self-statements, self-reinforcement, and goal setting.

Develop background knowledge. During the start of instruction, students develop the knowledge needed to write opinion essays. Vocabulary knowledge is discussed (e.g. what an opinion is and what it means to persuade); these conversations extend through later stages to help students become familiar with the new vocabulary. Students discuss the meaning of notes and come up with examples of how notes are used in daily lives. Together, teachers and students read examples of opinion essays and begin looking at the different parts of the essays (e.g. topic sentence). Linking words are also introduced. The instructors emphasize that opinion essays should be fun to read, fun to write, make sense, and have a good chance to get the reader to agree with you.

Discuss it. During the second stage of SRSD, students discuss their current writing and self-regulation abilities including their attitudes and beliefs about writing. The importance of student effort in learning the writing strategies is emphasized and supported. A general writing strategy is introduced along with a graphic organizer for the opinion writing strategy. Students use a graphic organizer to help analyze both strong and poor opinion essays. Poor essays are then revised. Later in instruction this concept is revisited as students analyze an essay they wrote during baseline to help them set goals

for future essays. Students use self-monitoring to identify the number of parts an essay has and graph the number of parts on a rocket sheet.

Model it. In the third stage, students are active collaborators in the writing process. The instructors use collaborative modeling to demonstrate writing and self-regulation practices. Collaborative modeling refers to a process where the teacher and student(s) share responsibilities in writing and self-regulation processes through interactive discussion. Instructors use continuous think-alouds to help students understand their thought processes when writing. The think alouds, or self-statements, are used to display how to stay on task ("I need to focus."), how to use the strategies ("What do I use to organize my notes?"), how to deal with difficulties (I am stuck. I need to relax and think about what the assignment is asking me to do."), how to check your work (Do I have eight or more parts?), and how to use self-reinforcement (I did it! I think this will really get my reader to agree with me.). Students are encouraged to think of and record their own self-statements in their folders. Students also use self-monitoring to identify the number of parts an essay collaboratively written has and graph the number of parts on a rocket sheet.

Memorize it. Students memorize the mnemonics associated with the writing strategies as well as the importance of each step of the strategies. Flashcard review, discussions, and games help them learn the strategies. Students also begin creating their own graphic organizers on scratch paper.

Support it and independent performance. The instructors write collaboratively with the students and gradually release control as students are able to accomplish more without teacher assistance. The amount and type of support is individualized based on

student needs. Supports are faded, as students are able to complete opinion essays independently. During this stage we ensure all students contribute. We keep any one student from doing all of the talking. In this stage and throughout instruction, students discuss other times and situations when they can use the writing and self-regulation strategies.

Writing strategies. In this study, two writing strategies (POW and TREE) were used during instruction. Students first learned POW, a general writing strategy that can be used with any writing genre. It stands for: P-Pick my idea, O-Organize my notes, and W-Write and say more. Next, they learned a strategy for organizing notes when writing persuasively, TREE, it stands for: T-Topic sentence (Tell what I believe), R- Reasons, three or more (Why do I believe this? Will my readers believe this?), E- Explain reasons (Say more about each reason), E- Ending (Wrap it up right) (Harris, Graham, Mason, & Friedlander, 2008).

SRSD adaptations. Based on the literature I reviewed and the needs of the students in the study, SRSD was adapted to meet the specific learning needs of the students in the study. During SRSD instruction the following adaptations were provided: 1) additional time and support to building academic vocabulary (Francis et al., 2006; Goldenberg & Coleman, 2010; Meltzer & Hamann, 2005; Shanahan & Beck, 2006), 2) clarification and background knowledge for some writing prompts/topics (Olson et al., 2013), 3) regular assessments during the instruction to monitor students' progress and plan future sessions (Gersten et al., 2007; Echevarria & Vogt, 2010), and 4) additional memory aids and activities in an attempt to lessen cognitive overload (Olson et al. 2013; 2015b).

Fidelity procedures. Over 35% of instructional sessions for each group (37.5% for school A, 41% for school B, and 38% for school C) were audio-recorded and evaluated for fidelity of implementation. Sessions were recorded approximately every third lesson and the first recorded session for each group was staggered to ensure all lessons were recorded at least once. These recordings were listened to and scored for fidelity of intervention implementation by one, trained research assistant (RA) who did not provide SRSD instruction in this study.

Fidelity of intervention implementation was measured using an instructional component checklist (see Appendix D). Each lesson had a matching checklist. The instructor noted which lesson they were on and which components they intended to cover that day. The trained RA listened to the recording and checked off the components of the lesson that were completed, noting items that were not completed as well. A ratio was calculated to determine how many steps were completed during the observation period out of a total number of possible steps. Based on these recordings, SRSD was implemented with a high level of fidelity. Mean fidelity for all groups was 100%.

In addition to the audio-recordings, each instructor completed a fidelity checklist during each lesson they taught. Based on the instructor completed checklists, fidelity for Group A was 100%; Group B was 98%; and Group C was 100%.

Opinion essay prompts. Students were given a prompt asking them to write an opinion essay based on topics related to school and/or home issues (e.g. Write an essay convincing your classmates that watching TV can be good for kids). Twenty prompts were used for testing during this study. Due to the number of testing prompts used in baseline, some prompts that were not used for students were used in later probes as

needed. For the pilot study, the testing prompts were each given a number and the numbers were randomly pulled from a hat to determine their order. This same order was used for this study with a few modifications.

Opinion essay prompt directions. Students were given a prompt, space to plan their essays, and lined paper to write their essays. The writing prompts were administered following a standard set of directions, which were read aloud to the students (see Appendix C). There was no time limit on this task. Students were encouraged to plan before they wrote and were allowed to ask the test administrator for assistance with spelling. Students were reminded that the test administrator could not assist them with writing their essay. When they finished, students were asked to quietly read their essay out loud to the test administrator. This helped give them a sense of audience and allowed the administrator to check any words they were not sure of due to handwriting issues or misspellings. These testing directions were consistent with testing directions found in the literature with similar assessments where SRSD was used as an intervention (Harris et al., 2012a; Harris et al., 2012b; Lane et al., 2010; Lane et al., 2011; Little et al., 2010).

Writing Measures

All responses to writing prompts collected before, during, and after the intervention were scored for four writing variables (total number of persuasive essay elements, writing quality, use of linking words, and writing output (number of words written)) by trained members of the research team. To establish the reliability of these scoring procedures, at least 33% of compositions across all students and phases of the study were independently scored by two trained raters, blind to condition, and inter-rater reliability was calculated for each measure, with the exception of writing output, which

was done through word count on the computer and total elements, in which I served as one scorer since total persuasive elements served as a decision making variable throughout the study. Minimal standards for SCED research proposed by Horner et al. (2005) and Cook et al. (2014) for interobserver agreement are 80%. Furthermore, Kratochwill et al. (2010) indicated the need for more than one assessor and inter-assessor agreement on at least 20% of the data points across phases for each condition of the study (Kratochwill et al., 2010). These standards were met in the current study.

Previous research has found that the appearance of text such as handwriting legibility or spelling errors can influence judgment when scoring writing quality (Graham 1999; Lane, Harris, Graham, Weisenbach, Brindle, & Morphy, 2008). To eliminate potential bias due to handwriting or spelling, all essays were typed and spelling was corrected prior to the blind raters' scoring.

Total number of persuasive essay elements. Essays were scored for total number of persuasive essay elements (see Appendix C). These elements included premise (a clear statement of what the writer believes), reasons (why a writer believes what he or she believes), elaborations (additional information such as clarified conditions or examples regarding a premise, reasons, elaborations, or conclusion), and conclusion (a closing to what is being written) (Graham, 1990). Students received a score of 1 for each unique element present. For example, one point was awarded for each reason present, and one point for each elaboration on that reason. The number of elements was totaled for a final score on each essay. This measure was most directly related to the instruction provided; therefore it was used to determine the start and end of each phase of the study. I scored all essays during the study, once the study was completed a trained rater, blind to

condition, scored 100% of essays. Reliability for 100% of essays was .884. All discrepancies were discussed and resolved between the two raters.

Overall writing quality. Each essay was scored for quality of writing using a holistic scoring guide appropriate for fourth and fifth grade and consistent with CCSS standards for opinion writing. Quality was scored on a 1-9 point scale with one representing the lowest quality and nine representing the highest quality. Four anchor points with scores of 2, 4, 6, and 8 were used to score quality. These anchor papers were written by third, fourth, and fifth graders in two regular classes. Students in third grade were chosen since I was working with students learning English who had difficulty writing. Students in these classes were asked to write opinion essays using similar topics to the ones in this study. The papers were read by three elementary teachers who selected the ten best, ten middle, and ten poorest essays using basic holistic scoring procedures. These essays were examined and four anchor points were chosen. The anchor points and score assignments were verified by having two RAs, including one who was a former teacher, sort the essays.

Scorers were asked to read essays attentively, though not laboriously and to make an immediate rating (Graham, 1990). Ideation, organization, sentence structure, word choice, persuasiveness of the argument, and grammar were considered when scoring overall quality with no area holding more weight than another (Graham, 1990; Little et al., 2010). Reliability for 36.7% of essays was .839.

Use of linking words. Linking words or phrases help link ideas together. During instruction students were taught that linking words could help a reader know when a reason was coming. The number of unique linking words or phrases was totaled. Linking

words were not restricted to the beginning of a sentence. If a word or phrase was used repeatedly, it was only counted once. The list of acceptable transitions from the Wechsler Individual Achievement Test, Third Edition (WIAT-III) served as a guide (NCS Pearson Inc., 2010), however linking words or phrases were not limited to this list. Reliability for 38.6% of essays was .942.

Writing output. Writing output was measured by counting the number of words written, regardless of spelling. Writing output was calculated using a computerized word count program.

Knowledge Measures, Attitude, Changes in Writers' Beliefs, and Social Validity

Each student independently participated in an audio-recorded, semi-structured interview in both baseline and post intervention phases. I conducted all interviews. Semi-structured interviews allowed me to prompt students for additional information and/or clarify or rephrase questions if needed. Students were asked a series of five interview questions before instruction began and six questions post instruction. Questions were read out loud to students. The questions were adapted from the work of Graham, Schwartz, and MacArthur (1993). The order of the questions was randomized to eliminate order effects. Students were given as much time as needed to answer each question and were prompted with the phrase, "Anything else?" at the end of their response for each question.

Questionnaire items. Questions 1-5 were asked before instruction began. Questions 1, 2, and 3 were designed to measure students' knowledge of the writing process (Q1: "What do good writers do when they write?," Q2: "Why do you think some

kids have trouble writing?," and Q3: "When your teacher asks you to write an essay in class, what kinds of things can you do to help you plan and write your essay?").

The fourth question was designed to measure students' knowledge of the opinion writing genre (Q4: "Suppose you have a friend who has to write an opinion essay for class. If your friend asks you what kinds of things are included in an opinion essay, what would you tell them?").

Question 5 was designed to measure students' attitude toward writing (Q5: "How do you feel when you are asked to write an essay?"). Question 6 was only asked post instruction and was intended to measure changes in writers' beliefs about themselves (Q6: How have you changed as a writer now that you have learned these strategies?").

Scoring. All interviews were audio-recorded and transcribed. Afterwards, transcriptions for questions 1-6 were broken down into idea units, which are single components within a student response. The idea units were grouped into categories (using a system modified from Graham et al., 1993) and counted following procedures used by Olinghouse, Graham, and Gillespie (2015) (see Appendix C for additional information). Two trained RAs independently took approximately fifty percent of the transcribed responses and divided them into idea units. To establish inter-rater reliability, each RA then took approximately 40% of randomly chosen transcriptions that were divided up by the other RA and divided them. Reliability for breaking responses into idea units was .846. Raters discussed and came to a consensus when they were off by two or more idea units for a student's response. Reliability was recalculated and was then at .969.

Two trained RAs then independently categorized all of the idea units and the percentage of exact matches was calculated. Percentage of exact agreement ranged from

69% to 90% (Question 1: 84%, Question 2: 78%, Question 3: 89%, Question 4: 69%, Question 5: 90%, Question 6: 86%). Mean scores and ranges for each groups' responses are reported.

Social validity. Each student independently participated in an audio-recorded, post-intervention, open-ended discussion to determine students' perceptions of the social validity of the SRSD instruction after completing post instruction assessments. I conducted all interviews. The order of the questions was randomized and students were given as much time as needed to answer each question. I again prompted with the phrase, "Anything else?" at the end of each question. Students were asked six questions: a) "Now that you have learned to use POW + TREE to write opinion essays, please tell me what you like most about these strategies," b) "Please tell me if there is anything you do not like about these strategies," c) "Please tell me what you liked about how you learned to use these strategies," d) "Please tell me if there was anything you learned that helped you write better in English," e) "If you were the teacher, is there anything you would do differently to help students learn these strategies?," and f) "Is there anything else you think I should know about learning to use POW + TREE to write opinion essays?"

All responses were transcribed and categorized by question. Responses were reviewed for common themes and described narratively.

Experimental Design

A multiple baseline design across groups with multiple probes during baseline was used to examine the effects of SRSD writing instruction for fourth and fifth grade students learning English. Since the total number of persuasive elements was the main

variable of interest, experimental control was established for this decision making variable.

Baseline. After the screening process was complete, consents/assents were secured, and groups created, at least three, pre-intervention (baseline) essays were collected following the standardized protocol until a stable pre-intervention baseline was achieved. Students were given only one writing prompt per day. I administered all baseline prompts to all groups. All groups were administered the first opinion essay prompt around the same time period. According to What Works Clearinghouse standards for multiple baseline design research, three legs with five data points per phase are required to meet the standards, however three legs with three data points per phase can still meet the standards with reservations (Krachowill et al., 2010). Since writing is a complex, demanding, and time consuming task, three data points were collected for the first group in an attempt to limit writing fatigue, frustration, and disengagement (McKeown, Kimball, & Ledford, 2015; McKeown, Brindle, Harris, Graham, Collins, & Brown, 2016). Additionally, asking students to write repeatedly without instruction can raise ethical issues and cause negative effects on motivation (McKeown et al., 2016). Therefore, three opinion-writing prompts per participant was the target starting point for this phase, although baseline had to also be stable.

Intervention procedures. The onset of instruction was staggered across three different time points (Horner & Odom, 2014). Instruction began for the first group once baselines were stable for them.

Opinion essay instructional testing prompts were also administered following the standardized directions during the intervention phase at four points in time: after

introduction/discussion of TREE graphic organizer (Lesson 1), after modeling (self-talk) (Lesson 4), after writing one full collaborative essay (Lesson 5), and during independent performance (Lesson 7). The instructor working with the group administered all instructional testing prompts.

Once students met the criteria for all seven lessons, they moved on to post instruction testing. The second group began instruction once the first group had completed instruction and post-intervention data collected indicated stable performance with at least a 50% improvement over average baseline scores. The third group began instruction once the second group had completed instruction and data collected indicated a stable performance over baseline total elements scores.

Post instruction. At least three writing prompts were administered following the standardized protocol. I administered all post instruction testing prompts for students in the second leg of the study; a trained RA administered all post instruction prompts for students in the first and third leg of the study, with the exception of the final two post intervention prompts for Josephine, which I had to administer due to scheduling conflicts. Different testing administrators were used in an attempt to eliminate testing effects that the instructor may have had on the group they taught.

Maintenance. As time allowed, two to three maintenance essay prompts were administered following the same standardized protocol used in baseline, intervention, and post instruction. Essays were collected for the students in Group A approximately four, five, and eight weeks after post instruction data had been collected; in Group B approximately four and five weeks after post instruction data had been collected; and were not collected during this phase for Group C due to a statewide teacher walkout. I

administered all maintenance testing prompts for students in the second leg of the study; a trained RA administered all maintenance prompts for students in the first and third leg of the study.

Booster sessions. When a student scored lower than their lowest post instruction score on the first maintenance probe given, then a booster session was provided on a different day for the group, followed by an additional maintenance prompt, so the students were not asked to write two essays in one day's time. Group A was the only group to receive a booster session, which was provided to the group before their second maintenance prompt. Groups B and C did not receive booster sessions.

Analysis. Visual analysis was used to examine the data. With visual analysis patterns should be examined within and between phases based on six variables: 1) level, 2) trend, 3) variability or stability, 4) immediacy of effect, 5) overlap (Cook et al., 2014), and 6) consistency of data patterns across similar phases (Kratochwill et al., 2010). Kratochwill et al. (2010) recommended four steps in the visual analysis process: 1) document a predictable pattern of baseline data, 2) examine the data within each phase to assess the within phase patterns, 3) compare data from each phase with the data in a similar phase to judge whether manipulation of the independent variable is related with an effect, and 4) incorporate information from all phases to see if there are at least three demonstrations of an effect at different time points.

Since total number of persuasive elements was the decision-making variable, individual student scores for this variable are reported in a graph (see Figure 1). In addition, student mean scores and ranges by phase, and percentage of non-overlapping data (PND) are reported. PND was calculated by counting all non-overlapping data

points in the baseline, post, and maintenance phases, dividing that number by the total number of data points in those three phases, and multiplying that number by 100 (Gast & Ledford, 2014). The instructional phase was not included in the PND because it was anticipated that much overlap would occur as students were being taught the intervention. Additional writing outcome variables (quality, use of linking words, and writing output) are reported using individual and group means and ranges.

Idea units from transcribed interviews were coded. To answer the second research question, I calculated group means, ranges, and percentages for the types of responses students gave to each question on the knowledge/attitude interview.

Results

Students were asked to complete writing prompts at baseline, intervention, post instruction, and maintenance phases of the study. Each essay was scored for total number of persuasive elements, essay quality, use of linking words, and writing output (number of words written) (see Table 6 and Table 7). Four students (Beth, David, Xochitl, and Sarah) either wrote against the stated side for an essay or went beyond the essay topic for the following prompts: 15 (playing video games can be good for kids), 17 (parents should help kids find friends), and 19 (school days should be shorter). This occurred a total of five times between the four students; instances were spread out across the first three phases.

The post instruction phase ended at different times for each group due to school schedules. Group A ended after four prompts were administered due to winter break; Group B ended after three prompts were administered due to spring break; Group C ended after five prompts were administered immediately before a scheduled, statewide

teacher walkout, however two prompts (the second and third post test prompts) were given on the same day in anticipation of absences.

Due to a statewide teacher walkout toward the end of the school year, instruction for Group C ended before the independent performance stage of the SRSD instruction was completed, and it was not possible to get maintenance data for these students. The results for each outcome variable are reported next.

Total Number of Persuasive Essay Elements

The main variable of interest was essay elements. Students' results for essay elements in each phase are described.

Baseline. During the opinion writing screener, students' essays included between 2 and 6 elements. However, once baseline began five students (Maria, Josephine, David, Xochitl, and Sarah) included more elements on some of their baseline essays, which may have been due to familiarity with the testing materials.

Each group responded to a different number of prompts during the baseline phase: Group A, three prompts; Group B, five prompts; and Group C, seven prompts. During this phase five of the six students in Groups A and B (Bersain, Isaac, Miguel, Angelina, and Beth) averaged between about three and five persuasive elements (range: 1-6). The sixth student, Maria, differed from the other students in Groups A and B. She averaged 12 persuasive elements (range: 5-21). Maria had an extremely high first baseline score of 21, however her next scores then dropped to five and 10. Through discussions with Maria's teacher, it was revealed that the first writing topic (the importance of school) was discussed in class on a daily basis with numerous reasons articulated in class. Her average essay score without the first baseline was 7.5 elements. Given her performance

on the opinion writing screener, which was 5 elements, and on the next two baseline prompts (5 and 10 elements), Maria moved to instruction. As a group, Group C included more persuasive elements in their essays at baseline than Groups A and B with an average of about six to nine elements in this phase (range: 3-12).

Instruction. All three groups responded to four testing prompts during the instructional phase. The first instructional testing prompt was given after the TREE graphic organizer was introduced (after Lesson 1); the second was given after the teacher first modeled an essay being written (after Lesson 4); the third was given after one collaborative essay had been written (after Lesson 5); and the fourth prompt was administered during the independent performance stage of SRSD (Lesson 7). Based on previous SRSD research (Sexton, Harris, & Graham, 1998) I anticipated little to no improvement over baseline on the first and second instructional testing prompts, as they occurred earlier in instruction, and expected to see greater improvements on the third and fourth prompts, which were administered later in instruction.

All students' mean scores, with the exception of Maria, improved over their baseline means. Maria scored 10, 7, 4, and 12 elements on the four instructional prompts. Maria's average dropped from 12 to 8.25; however, excluding her extremely high score her average during baseline was 7.5, as noted previously. Seven students (Bersain, Isaac, Maria, Angelina, Beth, Josephine, and Xochitl) experienced an increase of four or more elements from their third to fourth testing prompt in the instructional phase (for example Isaac went from six to 26 elements and Beth went from four to 11 elements). Miguel experienced a sharp increase in the number of persuasive elements between the second and third testing prompt (from four to 11 elements). The two remaining students (David

and Sarah) also improved from the second to fourth prompt in the instructional phase though the improvement was in smaller increments and was more gradual of an increase overtime. In this phase, each of the 10 students included their highest number of persuasive elements in their fourth instructional testing prompt.

Post instruction and maintenance. SRSD instruction had a positive impact on students' writing performance based on the number of persuasive elements included in their essays. All students showed meaningful improvement in average number of persuasive elements in their essays from baseline to post instruction. Each group responded to a different number of prompts during the post instruction phase due to school schedules and as needed to establish stability of performance: Group A, four prompts; Group B, three prompts; and Group C, five prompts. Because of school schedules, a statewide teacher walkout, and booster sessions, each group also responded to a different number of prompts during the maintenance phase Group A, three prompts; Group B, two prompts; and Group C, no prompts.

PND on persuasive elements was 100% for six of the 10 students (Bersain, Isaac, Miguel, Angelina, Beth, and Xochitl), and each of these students made relatively large gains. PND was 83% for Josephine who had one baseline score of 12 elements overlap with a post instruction score.

With one extremely high score at baseline (21 elements), Maria's PND was low at 20%. With the exclusion of this prompt, PND was 100%. The two other students (David and Sarah), both in Group C, also had low PND, 17% and 8% respectively. As noted previously, Group C's instruction was forced to end prematurely (during the independent performance stage of SRSD) due to a statewide teacher walkout.

Five of the six students who completed maintenance prompts (Bersain, Maria, Miguel, Angelina, and Beth) increased their average scores over their post instruction phase performance. The sixth student, Isaac's, average score dropped from 19.25 during post instruction to 14 at maintenance, although a score of 14 was still much higher than his average baseline score of 5.33 total elements.

In summary, SRSD instruction had a positive impact on the number of persuasive elements students included in their essays. The six students for whom maintenance data could be collected were able to maintain use of persuasive elements four, five, and for Group A, eight weeks after instruction ended. Collectively, students averaged 6.27 elements at baseline, 13.39 elements post instruction, and 14.4 elements at maintenance.

Quality Scores

See Table 7 for individual students scores and Table 8 for group means. All group means increased with the progression of the first three phases, from baseline to instruction to post instruction. Collectively students' writing quality improved from 3.69 at baseline to 5.59 post instruction. In maintenance students scored slightly lower on average (5.4) than in post instruction.

From the baseline phase to the post instruction phase, the group mean for Group A increased by nearly 170%, Group B increased by 171%, and Group C increased by 138%. However, some individual student's average gains were much smaller and some much larger than others. For example, Beth increased by 0.20 during post instruction, then an additional 1.5 during the maintenance phase. At post instruction, David increased by only 0.23 and Sarah by 0.66. In contrast, Isaac and Xochitl doubled their quality scores from baseline to post instruction.

Group B further improved an average of 1.28 points or an additional 28% from the post instructional phase to the maintenance phase, where Group A dropped an average of 0.55 points or 10% in quality from post instruction to the maintenance phase. Although all students' mean quality scores improved after SRSD instruction, the magnitude of this improvement varied.

Use of Linking Words

Each unique linking word or phrase used in an essay was counted and awarded one point. All group means increased with the progression of the first three phases, from baseline to instruction to post instruction (see Table 9). From the baseline phase to the post instruction phase, Group A's average number of linking words used increased by nearly 270%, Group B increased by 259%, and Group C increased by 149%. Group A decreased their mean usage of linking words an average of 1.58 words from post instruction to maintenance, whereas Group B increased their mean by an average of 0.72. SRSD instruction had a positive impact on all students' usage of linking words.

Writing Output

Writing output was scored using a computerized word count feature. Group mean scores for Groups A and B increased across the first three phases (see Table 10). Group A improved about 193% and Group B improved nearly 268%. The average number of words written for Group C from baseline to post instruction decreased by approximately 27%. Three of the students in Group C's average number of words written decreased from baseline to post (David's output decreased 20%; Xochitl's decreased 32%; Sarah's decreased 13%). Furthermore, group means for Group A resulted in a slight decrease in writing output (about 10%) from the post instruction to maintenance phase; Group B

slightly improved between these phases (16%). After SRSD instruction, Bersain, Isaac, Miguel, Angelina, Beth, and Josephine increased the number of words written in their essays on average; Maria, David, Xochitl, and Sarah did not.

Knowledge of the Writing Process, Genre Knowledge, Attitudes, and Changes in Writers' Beliefs

Students were asked a series of questions related to their knowledge of the writing process, genre knowledge, and attitude towards writing both before and after SRSD instruction; changes in writers' beliefs was investigated only after instruction. Each student was interviewed separately. All interviews were audio-recorded and transcribed. Transcriptions were then broken down into idea units, or single components within a student response and coded into categories. Table 11 displays the group means and ranges for student responses to all six interview questions.

Knowledge of the writing process. Questions 1-3 addressed students' knowledge of the writing process. Students were asked: Q1: "What do good writers do when they write?," Q2: "Why do you think some kids have trouble writing?," and Q3: "When your teacher asks you to write an essay in class, what kinds of things can you do to help you plan and write your essay?" Overall students produced a total of 185 idea units. Idea units for these questions were separated into the following categories: process, production procedures, motivation, ability, environmental structuring, seeking assistance, related other (responses related to writing that did not fit any of the other categories), and unrelated other.

Four categories stood out by having the most total responses. When looking at both pre and post interview data across all questions and groups, approximately 51% of

responses involved substantive processes (e.g. “Well I could use TREE, POW, my hook, and my linking words”); 16% focused production procedures (e.g. “Put periods at the end of your sentences”); 20% involved ability (e.g. “They sometimes don’t understand it”); and 8% involved related other (e.g. listing a topic to write about such as, “Write about that habit”). The remaining categories each had 3% or less of total responses (1% motivation; 3% environmental structuring; 1% seeking assistance, and less than 1% unrelated other).

Students in each instructional group provided nearly three times more responses coded as process after receiving SRSD instruction; approximately 28% of responses coded as process were given at baseline while 72% were given post instruction. This data indicates that students’ knowledge of the writing process increased after receiving instruction.

Additionally, the number of responses scored as production procedure decreased after students received SRSD instruction; of all responses scored in the production procedure category, about 93% were given at baseline and 7% were given at post instruction. Students, however, attended to production procedures such as capitals and punctuation in their writing after instruction as they were able to do so. The significant drop in responses related to production after instruction paired with an increase in responses related to process supports the idea that students gained a stronger understanding of the writing process. Finally, the percent of responses coded as ability was nearly equal before and after instruction (49% at baseline and 51% at post instruction).

In summary, students' knowledge of the writing process grew after receiving SRSD instruction. Students articulated a better understanding of the writing process by an increase in the number of responses related to the writing process.

Genre knowledge. Question 4 addressed students' genre knowledge for writing opinion essays. Students were asked: "Suppose you have a friend who has to write an opinion essay for class. If your friend asks you what kinds of things are included in an opinion essay, what would you tell them?" Students produced a total of 59 idea units. Idea units were categorized into the following categories: process, organization, appeal to reader, word choice, transcription (including grammar, usage, and sentence construction), generating or obtaining information, related other, and unrelated other.

Across all groups, approximately 32% of responses were coded as unrelated other (e.g. "You have a nice shirt. Go to your brother for boyfriend advice); 27% responses were coded as related other (e.g. "Read the question"); 22% of responses were scored as organization (e.g. "First you have to organize your notes using TREE"); 12% of responses were coded as transcription, grammar, usage, and sentence construction (e.g. "Write nicely"); and 5% responses were scored as appeal to reader (e.g. "You can use a hook"); Word choice (e.g. "Linking words") and generating or obtaining information (e.g. "Like, you can also read for a couple minutes so you can get ideas on how to write about it") had a smaller percentage of responses with 3% and 2% respectively.

Across all groups, the percentage of responses coded as unrelated other decreased post instruction. Eighty-nine percent of these responses were given prior to SRSD instruction compared to 11% at post instruction. The percentage of responses coded as

related other also decreased post instruction. Approximately 62.5% of related other responses were provided at baseline compared to 37.5% post instruction.

The percentage of students' responses increased in additional areas at post instruction when compared to baseline. For example, approximately 8% of responses coded as organization were given at baseline compared to 92% post instruction. About 14% of responses scored as transcription were provided at baseline compared to 86% after instruction.

Students' specific knowledge of the opinion-writing genre increased after receiving SRSD instruction. Students had a higher percentage of specific responses (e.g. organization and transcription) at post instruction compared to baseline and a decrease in other responses, both related and unrelated.

Attitudes. Question 5 addressed students' attitudes towards writing. They were asked: "How do you feel when you are asked to write an essay?" Students produced a total of 31 idea units. Idea units were sorted into the following categories: emotions: positive, emotions: uneasy, emotions: negative, process, related other, and unrelated other.

Student attitude responses regarding writing varied across instructional groups both before and after SRSD instruction. Across all groups, approximately 39% of responses were coded as positive emotions (e.g. "I feel excited"), 29% of responses were coded as uneasy emotions (e.g. "I feel kind of nervous"), 16% of responses were coded as negative emotions (e.g. "Depressed"), 6% were scored as process (e.g. "I feel like I have to take my time and no rush"), and 3% were scored as related other responses (e.g. "You could ask the teacher").

Overall, when it came to responses coded as positive emotions towards writing, 42% of responses within this coded category indicated that students had positive emotions about writing prior to instruction, compared to 58% post instruction. However when broken down by group, the picture was not as clear. Group A increased from zero responses at baseline to a mean of 1.0 post intervention. Group B's number of responses coded as positive emotions remained the same from baseline to post with a mean of 1.0, while Group C's number of responses coded as positive emotions towards writing slightly decreased from a mean of 0.5 at baseline to 0.25 at post instruction.

Overall the number of responses coded as uneasy emotions decreased from baseline (56% of responses) to post instruction (44% of responses). Upon further inspection of the responses, the number of responses coded as uneasy emotions about writing remained consistent from baseline to post instruction for Groups A and B. Group C displayed a slight decrease in the number of responses coded as uneasy emotions from a mean of 1.0 at baseline to a mean of 0.75 during post instruction.

Overall the number of responses coded as negative emotions about writing increased from baseline (40% of responses) to post instruction (60% of responses). Groups A and C had a slight increase in the number of responses coded as negative emotions during post instruction with mean scores increasing by 0.33 and 0.25 respectively. Group B had a slight decrease (0.33) in the number of responses coded as negative emotions.

It is important to note in 20 interviews (10 pre and 10 post) students gave only five responses coded as negative responses, eight responses coded as uneasy responses, and 12 responses coded as positive responses. The variance between groups and small

number of responses provided mixed results and made it difficult to know how the instruction impacted students' attitudes towards writing.

Changes in writer beliefs (about themselves). Only during post instruction interviews, students were asked "How have you changed as a writer now that you have learned these strategies?" Students produced a total of 36 idea units. Responses were coded into the following categories: efficacy, process, related other, and unrelated other. All groups' responses focused on process and efficacy. Approximately 50% of responses were coded as process; 44% of responses were scored as efficacy; and 6% were coded as related other.

After instruction, students expressed how their efficacy and understanding of the writing process positively changed. Students demonstrated what they learned about the process of writing. For example David, a student in Group C, stated, "I know I have to write three reasons and three explanations, and linking words, and a topic sentence." Students' efficacy was also evident in statements such as, "I didn't know how to write, now I know how to," "I can do a big essay now," and "It stretched my writing skills."

Social Validity

Overall, students found SRSD instruction highly acceptable. All ten students indicated that SRSD writing instruction was helpful. Writing was easier for them after instruction and they enjoyed learning; one student even suggested practicing more. Seven students stated that they liked the process of organizing notes. For example one student stated, "I like it when you organize because you come up with a lot of details."

When asked what they did not like about the strategies, most students stated that there was nothing they did not like or that they liked everything. One student did not like

that you needed to have three reasons. Another student worried that it might be hard for some kids to remember the strategies.

Over half of the students noted that learning POW and/or TREE helped them to write better in English. Three students more specifically stated that linking words helped them, for example one student said, "I learned linking words, there were a lot of linking words that I didn't know about."

Students found SRSD instruction to be enjoyable and valuable. One student summarized his overall thoughts, "I've been thinking POW+TREE is the best….to write because it's got everything, linking words, hook, topic sentence, ending, reasons…that's it!"

Discussion

I investigated the effects of SRSD instruction for opinion writing with 10 fourth and fifth grade students learning English, in small groups, using a multiple baseline design across groups with multiple probes in baseline. Since students learning English need additional instructional supports (Duessen et al., 2008; Goldenberg, 2012) and modifications as they acquire literacy skills in English (Goldenberg & Coleman, 2010) SRSD was modified to meet the specific learning needs of these students. Based on available research, best practices, and student needs I made the following adaptations during SRSD instruction: 1) provided additional time and support to building academic vocabulary (Francis et al., 2006; Goldenberg & Coleman, 2010; Meltzer & Hamann, 2005; Shanahan & Beck, 2006), 2) provided clarification and background knowledge for some writing prompts/topics (Olson et al., 2013), 3) regularly assessed students during the instructional phase to monitor their progress and plan future sessions (Gersten et al.,

2007; Echevarria & Vogt, 2010), and 4) provided additional memory aids and activities to help alleviate cognitive overload (Olson et al. 2013; 2015b).

Three research questions were explored in this study. For fourth and fifth grade students learning English, what are the effects of SRSD instruction for opinion essay writing on: a) the total number of persuasive essay elements, writing quality, use of linking words, and writing output (number of words written)?, b) students' knowledge of the writing process, students' genre knowledge, students' attitude toward writing, and changes in writers' beliefs about themselves?, and c) students' perceptions of the social validity of the SRSD approach to writing instruction for opinion essays?

Outcome measures included number of persuasive elements, writing quality, number of transition words, writing output, knowledge of the writing process, genre knowledge, attitude, changes in writers' beliefs, and social validity. Each research question is addressed followed by a discussion of limitations of the study and directions for future research.

What are the Effects of SRSD Instruction on Students' Writing Outcomes?

Based on previous research, I predicted that students who participated in this study would obtain initial competence in writing opinion essays using their own ideas as evidenced by an increase in the total number of persuasive elements, writing quality, number of linking words, and writing output after receiving SRSD instruction. As predicted, students demonstrated an increase in total number of persuasive elements, writing quality, and number of linking words after receiving SRSD instruction for opinion writing, however results on writing output were mixed.

Persuasive elements. All students showed meaningful improvement in number of persuasive elements in their essays from baseline to post instruction, which can be seen in Figure 1 and was demonstrated by an increase in the overall mean scores. Collectively, the number of essay elements more than doubled from baseline (6.27 elements) to post instruction (13.39 elements). At maintenance there was a slight increase over post instruction as students collectively wrote an average of 14.4 elements.

Writing quality and use of linking words. Students also demonstrated remarkable growth in writing quality and use of linking words after SRSD instruction, as seen in Table 7. Collectively students' writing quality improved from 3.69 at baseline to 5.59 post instruction (on a 1-9 point scale). In maintenance students scored slightly lower on average (5.4) than in post instruction. However, all six students who completed maintenance prompts had higher quality scores at maintenance than at baseline. Furthermore, students' combined use of linking words improved from an average of 2.58 words at baseline to 5.07 words post instruction. At maintenance students averaged 5.67 words, a slight improvement over post instruction.

Writing output. Collectively, students writing output increased after SRSD instruction; 71.23 words at baseline; 84 words post instruction; and 93 words at maintenance. However, as can be seen in Table 7, individual students' writing output did not consistently increase after receiving SRSD instruction. After SRSD instruction, six students (Bersain, Isaac, Miguel, Angelina, Beth, and Josephine) increased the number of words written in their essays on average; four students (Maria, David, Xochitl, and Sarah) did not. This lack of effect on students' writing output was not expected, but was not surprising as writing output was not an instructional goal of the writing intervention.

Previous SRSD research with elementary-aged students had similar mixed results (Barkel, Harris, Graham, Aitken, Ray, Longa, 2018; Harris et al., 2012b). Students in this study wrote higher quality essays, which included critical persuasive elements; however the essays were not consistently longer for all students.

Samples of students' instructional materials and their essays (from baseline, instructional testing, post instruction testing, and maintenance) can be found in Appendix E. Samples were chosen to represent at least one student from each group with a range of scores and to compare baseline to instruction, baseline to post instruction, and baseline to maintenance. In approximately 10.5 hours of instruction or less, these 10 students learning English who had difficulty writing, demonstrated meaningful gains in writing opinion essays using their own ideas. The students included more persuasive elements in their essays, improved the overall quality of their essays, and incorporated more linking words. Next, performance across students in each group is detailed.

Group A. Group A had three students. Group A was the only group to receive a booster session during the maintenance phase; all students in Group A received the booster, which occurred before the second maintenance prompt. They were also the only group in which three maintenance prompts were collected, as the end of the school year and other factors were issues for the next two groups. Bersain showed significant improvement in the number of persuasive elements during the fourth instructional testing prompt. At that point, he was using the strategies POW and TREE when planning. He included a hook and linking words on his plan sheet. Bersain also displayed an increase in the number of linking words, writing output, and writing quality at that point in time.

Isaac also showed significant improvement during the fourth instructional testing prompt. He too began independently planning using POW and TREE at that point in time. The number of persuasive elements he included in his essays jumped from about five or six to 24. Isaac's number of linking words and writing output also significantly increased at that point in time. His writing quality, however, began to improve over baseline during the second instructional testing prompt.

When Maria's extremely high first baseline prompt was eliminated, she also showed an increase in the number of persuasive elements during the fourth instructional prompt, although her increase was not as large as the others in her group, which may be due to the fact that Maria included a larger number of persuasive elements in her essays compared to the others in her group when instruction began. During the fourth instructional testing prompt she switched from attempts at a web when planning to using the strategies POW and TREE on her planning sheet. With the exclusion of the first baseline prompt, Maria also showed an increase in the number of linking words and writing output during that point in time. Her writing quality slightly increased during the first instructional testing prompt, but dropped back to baseline levels. Maria's writing quality then increased again during the fourth instructional testing prompt.

Group B. Group B had three students. Due to spring break and the approaching end of the school year, Group B had three post instruction prompts. Additionally, two maintenance prompts were collected for this group due to the end of the school year. Miguel first began to show significant improvement in the number of persuasive elements during the third instructional testing prompt. At that point he included the strategy TREE on his planning sheet. His planning sheet became more detailed during the fourth

instructional testing prompt as he added POW, linking words, a picture of a hook, and the phrase "8 or more." Miguel's number of linking words also increased during the third instructional testing prompt, although dropped slightly during a few post instruction testing prompts before increasing again during the maintenance phase. This drop in linking words usage during post instruction testing may be caused by the exclusion of linking words on his planning sheet. Miguel's writing output increased during the third instructional testing prompt as well. The quality of Miguel's essays were consistently higher than his baseline scores beginning with the second post instruction testing prompt which continued through maintenance.

Angelina showed significant improvement in the number of persuasive elements during her second instructional testing prompt and continued to improve steadily during the remaining instructional testing prompts. At that point in time she included the mnemonic TREE on her planning sheet and attempted a hook and linking words. During the remaining instructional testing prompts her planning sheet became more sophisticated and included the strategy POW, linking words, and hook and the phrase "8 or more." Her number of linking words and writing output increased during the second instructional testing prompt; furthermore her writing output showed added significant improvement from her second to third instructional testing prompt. During the second instructional testing prompt, Angelina's writing quality also began to improve over baseline scores.

Beth displayed significant improvement in the number of persuasive elements during the fourth instructional testing prompt. Although she included the acronyms POW and TREE on her planning sheet for the third instructional testing prompt, she did not include any ideas for planning. She actually included the writing strategies and plans

during the fourth instructional testing prompt. The number of linking words included in her essays improved over baseline during the third instructional testing prompt, although not always consistently. Beth increased her writing output during the fourth instructional testing prompt, however her score dropped during the first post instruction testing prompt before increasing again. Beth's writing quality varied and improved only slightly on average over baseline scores during instruction (from 1.8 to 2.0) and stayed consistent during post instruction testing (2.0) before increasing during maintenance phase (3.5).

Group C. Group C had four students. As a group, the students had higher baseline averages compared to Groups A and B. These students were not able to complete instruction (they did not complete the Independent Performance stage of SRSD instruction) before post instruction testing began, due to a planned statewide teacher walkout and the approaching end of the school year. No maintenance prompts were collected for Group C for the same reasons. Josephine showed improvement in the number of persuasive elements during the fourth instructional testing prompt. She began using the strategy TREE on her planning sheet during the third instructional testing prompt, although not all ideas from her plans were carried over into her essay. Josephine's planning sheet became more detailed during the fourth instructional testing prompt with the addition of a hook and more reasons and explanations. Her first post instruction testing score dropped slightly from the fourth instructional testing prompt and matched her highest baseline score of 12. She scored 15 or 16 on the remaining four post instruction testing essays, two of which were administered by a trained RA and the other two were administered by myself. There was no difference caused by the test administrators in her scores. Additional time in instruction may have helped Josephine to

continue to develop her ideas. Josephine's average writing quality dropped slightly from baseline to instruction, and then rose during post instruction testing. Her average linking words improved from baseline to instruction and stayed fairly consistent during post instruction testing. Her average writing output was similar across phases.

David's baseline elements scores were variable and ranged from four to 10. During the instructional phase his elements scores were less variable and ranged from six to 10. David began planning using the strategies POW and TREE on his plan sheet during the third instructional testing prompt, although he left out some components such as an ending and forgot to include some of his ideas in his essay. This pattern was again evident in his fourth instructional testing prompt, which was scored the same as his highest baseline prompt. David scored above baseline levels on elements on his first post instruction testing prompt. He scored lower on post instructional prompts that were given on the same day as well as the following day before his elements score rose above baseline levels again. David's quality scores were variable across the different phases. His average writing output dropped from baseline to the instructional phase, although his essays were more on topic, and his scores stayed fairly consistent from instruction to post instruction testing. David's average use of linking words increased from baseline to instruction and stayed relatively consistent from instruction to post instruction testing. The premature end of instruction may have negatively impacted David's progress.

Xochitl showed slight and progressive improvement over baseline in the number of persuasive elements during the second and third instructional testing prompts. However, improvement was more significant during the fourth instructional prompt. She began using the strategies POW and TREE on her planning sheet during the third

instructional prompt, though added more reasons and explanations during her fourth instructional testing prompt. Xochitl's writing output dropped from baseline levels during instruction and post instruction testing, though the content of her essays was more on topic and functional. Her linking word usage was variable across phases. There was a slight increase in Xochitl's average writing quality during the instructional phase compared to baseline; her average quality improved more consistently at post instruction testing.

Sarah improved over her baseline persuasive elements scores during the fourth instructional testing prompt. She began using the strategies POW and TREE on her planning sheet during the third instructional testing prompt, though her plans were missing some components such as a hook, topic sentence, and parts of the ending. She included more components on her planning sheet for the fourth instructional testing prompt although some omissions continued. Like David, Sarah scored lower on elements on the post instruction testing prompts that were given on the same day. Her writing quality and linking word usage was variable across phases. Like others in her group, Sarah's average writing output dropped from baseline levels during instruction and post instruction testing, though the content of her essays was more on topic and functional. The premature end of instruction and frequent absences and tardiness may have negatively impacted Sarah's progress.

Overall there was variance in when students showed improvement during instruction. Most students included more persuasive elements in their essays sometime around the third or fourth instructional testing prompt (after one collaborative essay had been written or during the independent performance stage of SRSD.) Students in Groups

A and B improved their essay quality, use of linking words, and writing output (with the exception of Maria) around the same points in time, however Group C's essay quality, use of linking words, and writing output were much more variable during the instructional testing phase.

Comparative results in previous studies. These results are similar to those found by Mason and Shriner (2008). Mason and Shriner (2008) implemented SRSD using POW and TREE with six students with or at risk for emotional and behavior disorders aged 8 to 12 years and 6 months. All six students improved in number of essay elements from baseline to post instruction although one student displayed some overlapping data. Additionally, the six students improved in overall essay quality from baseline to post instruction. Five of the six students decreased in overall essay quality from post instruction to maintenance as Bersain and Isaac did in the current study. The six students in the Mason and Shriner study improved their average number of linking words from baseline to post instruction with four students use of linking words decreasing from post instruction to maintenance as Isaac, Angelina, and Beth had in the current study. A noted difference in the results of the two studies was that all students improved in writing output from baseline to post instruction in the Mason and Shriner study, where results were more variable in the current study (average writing output improved from baseline to post for only six of the ten students).

Lienemann (2006) conducted a study using SRSD with POW and TREE with four fourth and fifth grade students with ADHD and also found similar results to the current study. All four students' average number of elements and average essay quality increased from baseline to post instruction although three of the students' quality decreased slightly

from post instruction to maintenance. The total number of linking words were not reported. As with the Mason and Shriner (2008) study, writing output improved for all four students from baseline to post instruction, these results differed from the current study where not all students displayed an increase in writing output.

What are the Effects of SRSD Instruction on Students' Knowledge of the Writing Process, Genre Knowledge, Attitudes, and Changes in Writers' Beliefs?

In addition to investigating writing outcomes, students were individually interviewed to gain insight into their knowledge of the writing process, genre knowledge, and attitudes both before and after SRSD instruction. Changes in writers' beliefs were only examined after instruction.

I hypothesized that students' knowledge of the writing process and genre knowledge of opinion writing would increase after SRSD instruction. As predicted, students' knowledge of the writing process improved after receiving SRSD instruction, which was supported by the total number of student comments coded as process. Approximately 28% of responses coded as process responses were given at baseline while 72% were given post instruction.

Students' were able to articulate greater knowledge of the opinion-writing genre after receiving SRSD instruction. This was demonstrated by an increase in the number of specific responses related to opinion writing (e.g. organization and appeal to reader). For example, approximately 8% of responses coded as organization were given at baseline compared to 92% post instruction. Additionally, there was a decrease in responses coded as other, both related and unrelated, during post instruction compared to baseline. For

example 89% of responses coded as unrelated other were given prior to SRSD instruction compared to 11% at post instruction.

I predicted that students' attitude towards writing would improve after receiving SRSD instruction. However, out of 20 interviews (10 pre and 10 post) there were only 31 responses. Out of the 31responses, there was a great deal variance, which made it difficult to know exactly how the instruction impacted students' attitudes towards writing. Again this was not predicted, although is not surprising as another SRSD study involving elementary-aged students' attitudes towards writing had mixed results (Ray et al., 2015).

Finally I hypothesized that changes in writers' beliefs about themselves would indicate positive changes after receiving SRSD instruction. Students expressed how their efficacy and understanding of the writing process positively changed after working in the writing group.

Did Students find SRSD Instruction to have Acceptable Social Validity?

As anticipated, students found SRSD instruction to be helpful and enjoyable. Additionally, students articulated various situations where they could use the writing strategies they learned such as in class or on a test. The positive response to SRSD instruction is valuable when considering replication and scaling up to a larger study.

Limitations and Directions for Future Research

The results of this study should be interpreted considering several limitations. First, some students (Group A at baseline and Group B at post instruction) had only three data points per phase while others had up to seven data points in a phase. The What Works Clearinghouse standards (Kratochwill et al., 2010) indicate that in order to meet

its standards without reservations a multiple baseline design must have a minimum of six phases with at least five data points per phase. To meet the standards with reservations, designs must have a minimum of six phases with at least three data points per phase. Since writing is complex, demanding, and time consuming, and the students I was working with were already identified by their teachers as low writers, I purposefully planned to have three data points when possible (i.e., stability was demonstrated) in an attempt to try to reduce writing fatigue, frustration, and disengagement (McKeown et al., 2015; McKeown et al., 2016).

In spite of attempts to avoid the issues of writing fatigue, frustration, and disengagement, some students still experienced these conditions. For example, by the time the final group, Group C, began instruction, they had already completed seven baseline prompts. Additionally, they completed four instructional testing prompts along with individual essays written during instruction, which were not part of testing. Furthermore, because of the condensed schedule to complete post instruction testing before a teachers' walkout, two post instruction testing prompts (the second and third prompt in this phase) were given in one day, a few hours apart. Students in Group C were also completing district wide assessments during the same timeframe post instruction testing was occurring. Overall, Group C showed greater writing fatigue compared to the other two groups.

Two students in Group C (David and Sarah) were resistant to write towards the end of instruction and in post instruction testing. They asked if they had to write another essay. They regularly asked if we were almost finished with our writing group and how

much longer we would be working together. They seemed to rush through the writing process and began completing their plans and essays in a very short amount of time.

During the pilot study (Barkel et al., 2018), one student experienced attention difficulties and writing fatigue. Eventually, she refused to write. Therefore, a reinforcer was offered to her for doing her "best writing" for each writing sample collected. If more time was available, a reinforcer could have been incorporated with some students in Group C and may have increased their motivation to try their best when writing. Future research should take advantage of single-case design to explore differentiation and the effect of reinforcers when students seem to be experiencing writing fatigue, frustration, or disengagement.

Having four instructional testing prompts (after the TREE graphic organizer was introduced; after the teacher first modeled an essay being written; after one collaborative essay had been written; and during the independent performance stage of SRSD) allowed me to gain insight into the impact instruction had for students at predetermined points of time. However, with the exception of Angelina and Xochitl, most students showed little to no improvement over baseline scores on the first two instructional testing prompts. Therefore, future researchers may want to consider eliminating instructional testing prompts early in instruction and focus on those later in instruction. In this study, students evidenced greater gains in the number of writing elements later in instruction. Having two less testing prompts may also help to alleviate writing fatigue. In addition, although students did not yet show improvement on the earlier instructional probes, future research should investigate why different students show meaningful improvements in writing

opinion essays at differing points later during SRSD instruction to better understand this variance in response to instruction.

Testing administration was another limitation. I administered all baseline prompts to all students, however I taught two of the groups and a trained RA taught one group. The group's instructor administered instructional testing prompts. I administered post instruction testing prompts to the group I did not teach and a trained RA administered post instruction testing prompts to the groups I taught. Even though different individuals administered prompts, there was no impact on this change for Groups A and B, so the switch of administrator from baseline to instruction was not relevant. However, in future research, testing prompts should be administered by someone who did not teach the students.

Another limitation of this study was the amount of instructional time for Group C. Due to the approaching end of the school year and a scheduled statewide teacher walkout, instruction ended prematurely for Group C so post instruction testing could be conducted. Since SRSD is criterion-based (Harris et al., 2009; Harris et al., 2014), this meant some students moved on to post instruction testing without evidence of mastering all essential components of instruction. Additionally, students in Group C were not able to complete any maintenance prompts. Three of the four students in Group C had overlapping data between baseline and post instruction on the number of persuasive elements they included in their essays. It is hard to determine how much the shorter instructional time contributed to these results. To alleviate this conundrum, when possible, future researchers should provide students enough time to complete all essential components of a criterion-based intervention before collecting post instruction testing data. In the current

study, district approval and student selection were begun as soon as school schedules allowed. In future research, if possible, district approval might be pursued in the school year preceding the study.

Once students have had the time to master the ability to write an opinion essay using their own ideas, future research should also consider instruction that helps students learning English incorporate ideas from source text into persuasive essays (e.g. Mason, Snyder, Sukhram, & Kedem, 2006). Using facts and information to support a point of view is a requirement of the CCSS.

A fourth limitation was that a trained RA and I provided instruction in a small group setting during a block of time intended for extra literacy support, outside of regular classroom writing instruction. Therefore, results cannot be generalized to classroom teachers or in a larger group setting. Future research should explore the impact and feasibility of having SRSD instruction taught by classroom teachers. Several studies have indicated that practice-based professional development is a successful model for teaching classroom teachers to implement SRSD instruction within their classrooms (cf. Harris et al., 2012b; Harris et al., 2015; Harris et al., 2017). In order to help prepare teachers for working with students learning English, however, additional research should continue to investigate this model and other professional development models to explore how classroom teachers can successfully implement this instructional framework within a classroom setting that includes students learning English.

During SRSD instruction, we ensured that all students participated in discussions. As needed, students who were making fewer contributions to discussion were prompted or asked to give their ideas or help out the groups. Future research should investigate the

interactions between group members and how these interactions may impact their progress in instruction and their writing.

When students were interviewed about their knowledge of the writing process, the percentage of responses regarding production procedures declined significantly from pre to post intervention. Although in this study students still attended to production features such as capitals and punctuation as they were capable of doing so in their writing after instruction, future interviews should explore a way to rate or obtain information on how students attend to spelling (in this study words could be spelled for students), capitalization, and punctuation. Further, future studies should investigate how to effectively integrate, or conduct in tandem, instruction in spelling, capitalization, and punctuation with SRSD instruction. Also, future research should investigate including sentence structure and more advanced sentence writing as part of SRSD.

In conclusion, future research should expand upon these limitations. First, careful consideration should be taken when determining when to, how often to, and who should administer testing prompts. Second, since SRSD is a criterion-based approach, it is critical that all students have enough time in instruction to master each essential component. Third, having SRSD instruction taught by classroom teachers can help determine if instruction is feasible and can be successful in an inclusive classroom setting. Fourth, interactions between group members and students' attention to production features should be considered. Furthermore, replication is needed to determine if the results of the study can be duplicated.

Summary

There is a "dearth" of empirical research on instructional strategies and

approaches for working with students learning English (Lindholm-Leary & Borsato, 2006). This lack of research forces teachers to speculate how to best teach students learning English in the classroom (Goldenberg, 2012). The findings from this study provide evidence that modified SRSD writing instruction may be successful for fourth and fifth grade students learning English. Although the results from this study are promising, replication is needed build a stronger case for effective writing practices for students learning English.

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Table 1

Opinion Essay Writing Prompts Used in Current Study

Testing Prompts
Write an essay convincing your classmates… 1. that it is important to go to school 2. that kids should be allowed to have snacks in the classroom 3. that it is important to take good care of yourself 4. that it is important to have art in school 5. that it is good for kids to have jobs to do at home 6. that watching TV can be good for kids 7. that using a computer is important 8. that kids should be allowed to have friends spend the night at their house 9. that it is important to have PE in school 10. where the best place to go on a class trip would be 11. that school rules are good to have 12. that kids should get to choose what they eat 13. that kids should get paid for doing jobs at home 14. that playing video games is good for kids 15. that learning to speak two languages is important 16. that parents should help kids find good friends 17. that owning a pet is good for kids 18. that school days should be shorter 19. that recess is important Write an essay convincing your parents 20. that kids should be allowed to have their own cell phone

Table 2

Student Demographic Information

Group	Student	Gender	Grade	Age	Ethnicity	Overall AZELLA score	ELL services	Birth country	Opinion screener
A	Bersain	M	4	9y 8m	Hispanic	Basic	ILLP	Mexico	4
	Isaac	M	4	9y 6m	Hispanic	Intermediate	ILLP	U.S.	6
	Maria	F	5	10y 9m	Hispanic	Intermediate	ILLP	U.S.	5
B	Miguel	M	4	10y 9m	Hispanic	Basic	ILLP	U.S.	3
	Angelina	F	4	9y 9m	Hispanic	Basic	ILLP	U.S.	6
	Beth	F	4	10y 7m	Hispanic	Intermediate	ILLP	U.S.	5
C	Josephine	F	4	9y 10m	Hispanic	Intermediate	ILLP	U.S.	6
	David	M	5	11y 5m	Hispanic	Intermediate	ILLP	U.S.	5
	Xochitl	F	5	9y 10m	Hispanic	Intermediate	ILLP	U.S.	2
	Sarah	F	5	9y 10m	Hispanic	Intermediate	ILLP	U.S.	6

Note. All names are pseudonyms; M=Male; F=Female; Age= age during screening; y= years; m= months; AZELLA= Arizona English Language Learner Assessment; ELL=English Language Learner; ILLP=Individualized Language Learner Plan; U.S.= The United States of America; Opinion screener= total number of persuasive elements on a screener.

Table 3

Spanish Essay Results by Student

Group	Student	Written in Spanish	Total Number of Elements	Quality	Number of Transition Words	Output
A	Bersain	Y	3	2	1	17
	Isaac	N	7	3	3	51
	Maria	N	7	4	4	43
B	Miguel	N	3	3	1	14
	Angelina	N	4	3	1	24
	Beth	N	3	2	1	22
C	Josephine	Y	8	4	1	57
	David	N	9	6	3	86
	Xochitl	Y	10	3	3	88
	Sarah	Y	6	3	4	67

Note. Y= Yes; N=No; quality was scored on a 1-9 point scale.

Table 4

Breakdown of SRSD Writing Instructional Sessions by Group

Group	Number of sessions	Time range of sessions	Total time of instruction	Percentage recorded for fidelity
A	16	17-35 minutes	466 minutes	37.5%
B	17	35-40 minutes	623 minutes	41%
C	13	15-35 minutes	375 minutes	38%

Table 5

Number of SRSD Writing Instructional Sessions for Each Lesson

Lesson Number	**Range of Sessions** (15-40 minutes per session)
1	1-2 sessions
2	½-1 session
3	1-2 sessions
4	2 sessions
5	1 ½-4 sessions
6	½-1 session
7	4 ½- 6 ½ sessions

Table 6

Number of Persuasive Elements Mean Scores and Ranges by Student and Phase

Group	Student	Baseline *M* (range)	Instruction *M* (range)	Post *M* (range)	Maintenance *M* (range)
1	Bersain	3.66 (3-5)	6.72 (3-16)	15.25 (15-16)	16 (12-18)
1	Isaac	5.33 (5-6)	10.25 (5-24)	19.25 (16-26)	14 (10-17)
1	Maria	12 (5-21)	8.25 (4-12)	14.5 (12-18)	17 (13-19)
2	Miguel	3.4 (2-4)	7.25 (3-12)	8.33 (7-9)	12 (12)
2	Angelina	4.2 (4-5)	11 (4-17)	13 (12-14)	15 (15)
2	Beth	3.2 (1-4)	5.25 (2-11)	6.33 (5-8)	10.5 (10-11)
3	Josephine	8 (5-12)	9.25 (6-14)	14.8 (12-16)	N/A
3	David	7.42 (4-10)	7.75 (6-10)	9.4 (7-13)	N/A
3	Xohicitl	5.57 (3-12)	13.5 (9-18)	19.4 (16-22)	N/A
3	Sarah	8.86 (7-11)	10.25 (7-13)	10.4 (9-12)	N/A

Note. M= mean; Post=post instruction phase; N/A= not applicable.

Table 7

Writing Outcome Mean Scores and Ranges by Student, Phase, and Measure

Group	Student	Overall Quality *M* (range)				Use of Linking Words *M* (range)				Writing Output *M* (range)			
		Base	Inst	Post	Maint	Base	Inst	Post	Maint	Base	Inst	Post	Maint
1	Bersain	2.66 (2-3)	2.75 (2-4)	4.25 (4-5)	4 (3-5)	1.33 (1-2)	2 (1-5)	5 (5)	6.5 (6-7)	21 (19-24)	41.5 (15-94)	78.75 (64-88)	82 (62-93)
	Isaac	3 (3)	5.5 (4-7)	6 (5-7)	5.5 (5-6)	1.66 (1-2)	3.5 (1-10)	8.25 (7-9)	6.66 (6-7)	50.33 (46-58)	81.25 (40-195)	152.25 (120-229)	113.66 (93-134)
	Maria	4.33 (3-6)	5.25 (3-8)	6.75 (5-8)	7 (7)	4.33 (3-6)	4.25 (2-6)	6.5 (5-8)	7.66 (7-8)	97 (45-183)	69.25 (27-89)	93.75 (79-116)	94.66 (84-103)
2	Miguel	3 (2-4)	3.5 (2-5)	5 (4-6)	6.5 (6-7)	1.6 (1-2)	2.75 (0-5)	2.33 (2-3)	5.5 (5-6)	24.2 (18-37)	43.25 (18-70)	46.33 (43-52)	65 (63-67)
	Angelina	3.2 (3-4)	5.25 (3-8)	6.66 (5-8)	7.5 (7-8)	1.2 (1-2)	3.75 (1-5)	4.66 (4-5)	4 (4)	28.6 (22-32)	80.75 (29-118)	119.66 (103-148)	105.5 (99-112)
	Beth	1.8 (1-3)	2 (1-3)	2 (2)	3.5 (3-4)	1.2 (0-2)	2.5 (0-6)	3.33 (2-4)	3 (1-5)	32.4 (15-37)	40.5 (18-92)	60.33 (38-80)	91.5 (72-111)
3	Josephine	5 (3-7)	4.25 (2-5)	6.6 (5-8)	N/A	2.43 (1-4)	2.5 (2-3)	4.8 (4-6)	N/A	66.7 (70-86)	65.25 (43-86)	69.8 (63-81)	N/A
	David	4.57 (3-7)	3.75 (3-4)	4.8 (4-6)	N/A	2.43 (1-4)	3.75 (3-5)	3.8 (3-5)	N/A	73.4 (40-173)	58.25 (50-68)	58.8 (37-85)	N/A
	Xochitl	3.71 (1-8)	5 (4-6)	7.8 (7-9)	N/A	4.43 (2-6)	5.75 (4-7)	5.6 (4-7)	N/A	137.71 (123-173)	80.35 (65-103)	93.2 (83-112)	N/A
	Sarah	4.14 (2-7)	3.5 (2-4)	4.8 (4-6)	N/A	3.86 (2-5)	5 (4-6)	5.4 (4-7)	N/A	107.28 (79-147)	81.75 (71-89)	93.2 (84-112)	N/A

Note. M= mean; Base=baseline phase; Inst= instructional phase; Post=post instruction phase; Maint= maintenance phase; N/A= not applicable; quality was scored on a 1-9 point scale.

Table 8

Essay Quality Mean Scores and Ranges by Group and Phase

Group	**Base *M***	**Base range**	**Inst *M***	**Inst range**	**Post *M***	**Post range**	**Maint *M***	**Maint range**
A	3.33	2-6	4.5	2-8	5.66	4-8	5.11	3-7
B	2.66	1-4	3.58	1-8	4.55	2-8	5.83	3-8
C	4.35	1-8	4.13	2-6	6	4-9	N/A	N/A

Note. M= mean; Base=baseline phase; Inst= instructional phase; Post=post instruction phase; Maint= maintenance phase; N/A= not applicable; quality was scored on a 1-9 point scale.

Table 9

Use of Linking Words Mean Scores and Ranges by Group and Phase

Group	**Base *M***	**Base range**	**Inst *M***	**Inst range**	**Post *M***	**Post range**	**Maint *M***	**Maint range**
A	2.44	1-6	3.25	1-10	6.58	5-9	5	4-8
B	1.33	0-2	3	0-6	3.44	2-5	4.16	1-6
C	3.28	1-7	4.25	2-7	4.9	3-7	N/A	N/A

Note. M= mean; Base=baseline phase; Inst= instructional phase; Post=post instruction phase; Maint= maintenance phase; N/A= not applicable.

Table 10

Writing Output Mean Scores and Ranges by Group and Phase

Group	**Base *M***	**Base range**	**Inst *M***	**Inst range**	**Post *M***	**Post range**	**Maint *M***	**Maint range**
A	56.11	19-183	61.58	15-195	108.25	64-229	96.77	62-134
B	27.8	15-37	54.83	18-118	75.44	38-148	87.33	63-112
C	99.35	40-173	71.375	43-103	73.3	37-112	N/A	N/A

Note. M= mean; Base=baseline phase; Inst= instructional phase; Post=post instruction phase; Maint= maintenance phase; N/A= not applicable.

Table 11

Interview Response Group Mean Scores and Ranges

Questions and Coding Categories	**Group A *M* (range)**		**Group B *M* (range)**		**Group C *M* (range)**	
	Baseline	Post	Baseline	Post	Baseline	Post
Q1-3						
A: Process	1.66 (0-2)	9 (0-5)	1.33(0-3)	3 (0-2)	4.25(0-5)	8 (0-6)
B: Production procedures	3.33 (0-3)	0.33 (0-1)	0.66 (0-2)	0.33 (0-1)	3.75 (0-4)	0 (0)
D: Abilities	2.66 (1-4)	3.33 (0-4)	1.66 (0-2)	0.66 (0-2)	1.25 (0-3)	1.75 (0-3)
G: Related other	0 (0)	0 (0)	1.66 (0-3)	0.66 (0-2)	1.5 (0-2)	0.25 (0-1)
Q4						
B: Organization	0 (0)	0.66 (0-2)	0 (0)	0.66 (0-2)	0.25 (0-1)	2 (2-4)
C: Appeal to the reader	0 (0)	0.66 (0-1)	0 (0)	0 (0)	0 (0)	0.25 (0-1)
D: Word choice	0 (0)	0 (0)	0.33 (0-1)	0 (0)	0 (0)	0.25 (0-1)
E: Transcription, grammar, usage, and sentence construction	0 (0)	1 (0-2)	0 (0)	0.66 (0-2)	0.25 (0-1)	0.25 (0-1)
G: Related other	0.33 (0-1)	0.33 (0-1)	1.33 (0-2)	1 (0-2)	1.25 (0-4)	0.5 (0-2)
H: Unrelated other	3.33 (2-6)	0.33 (0-1)	2 (0-6)	0.33 (0-1)	0.25 (0-1)	0 (0)
Q5						
A: Emotions: Positive	0 (0)	1 (0-2)	1 (1)	1 (1)	0.5 (0-1)	0.25 (0-1)
B: Emotions: Uneasy	0.33 (0-1)	0.33 (0-1)	0 (0)	0 (0)	1 (0-2)	0.75 (0-1)
C: Emotions: Negative	0 (0)	0.33 (0-1)	0.33 (0-1)	0 (0)	0.25 (0-1)	0.5 (0-2)
Q6						
A: Efficacy	N/A	2.66(2-4)	N/A	1 (0-2)	N/A	1.42 (0-2)
B: Process	N/A	0.33 (0-1)	N/A	3.33 (1-7)	N/A	1.75 (0-4)
C: Related other	N/A	0.33 (0-1)	N/A	0.33 (0-1)	N/A	0 (0)

Note. *M*= mean; Post=post instruction phase; Q= Question(s); N/A= not applicable

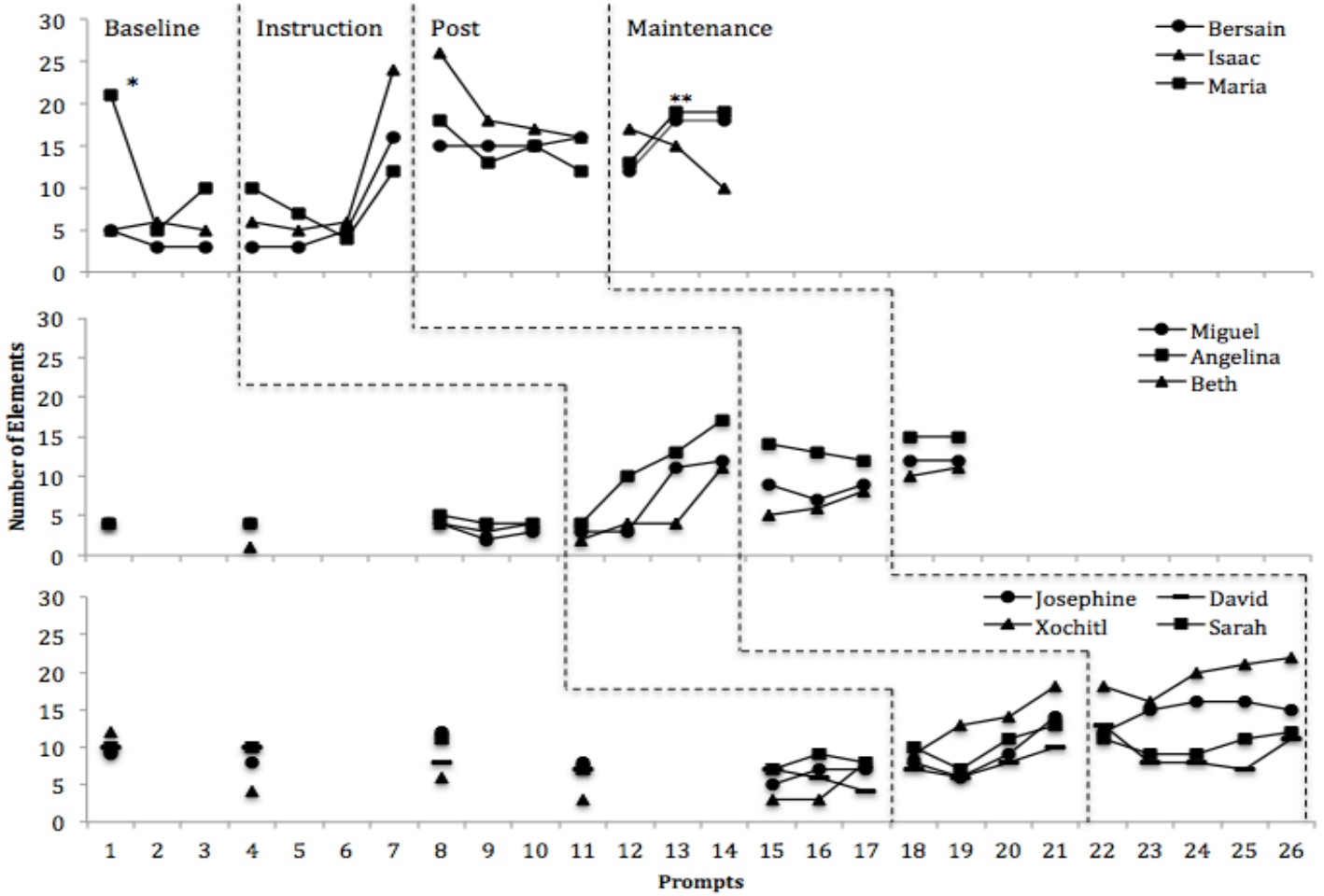

Figure 1. Number of persuasive elements for students by phase.
Note. For Group C (the third leg) post testing probes 23 and 24 were collected on the same day; *extensive background knowledge on topic; **booster session provided before prompt

APPENDIX A

LITERATURE REVIEW

Recommended Writing Practices for Elementary-Aged English Language Learners

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Abstract

The number of English Language Learners (ELLs) enrolled in K-12 schools in the United States continues to increase, however as a group, they are not meeting the literacy standards set forth by the Common Core State Standards (CCSS) based on standardized literacy assessments. Underprepared teachers and limited empirical work with this population contributes to the problem. This literature review serves four purposes. First, a brief overview of the constraints ELLs face will be provided. Next, recommendations found in the literature for working with ELLs in the literacy classroom will be explored. Third, experimental research studies involving writing interventions for elementary-aged ELLs in the United States will be synthesized for strengths and weaknesses of methods. In the final section, directions for future research will be considered.

The population of school-aged ELLs continues to grow rapidly in the United States (de Jong, 2014; de Jong, Harper, & Coady, 2013; Olson, Scarcella, & Matuchniak, 2015a). In the past two decades the population of school-aged ELLs has grown by nearly 170% (Olson, et al., 2015a). In North America, the increase has affected elementary classrooms the most (Freeman & Freeman, 2007). As ELL enrollment escalates, ELLs' achievement on standardized literacy assessments has not increased (Olson, et al., 2015a).

As a group, ELLs experience higher school dropout rates and exhibit significant achievement gaps on standardized assessments (Short & Echevarria, 2004). On the 2011 eighth grade writing assessment, only 1% of ELLs scored at or above the proficient level (NAEP, 2011). Additionally, 65% of ELLs were below the basic level compared to 17% of non-ELLs (NAEP, 2011).

Writing is a crucial and complex skill. It promotes educational, occupational, and social success, however many writers do not acquire the necessary proficiency in this area (Graham & Harris, 2014). Writing is more than just demonstrating what one knows-it helps learners understand what they know (Magrath, Ackerman, Branch, Clinton Brislow, Shade, & Elliot, 2003).

Learning to write and writing to learn are powerful components of the CCSS. Students are expected to write for a variety of purposes and "use writing to recall, organize, analyze, interpret, and build knowledge about content or materials read across discipline-specific subjects" (Graham & Harris, 2013, p. 4). CCSS hold all students to the same high expectations; including ELLs. These writers need effective writing strategies to meet the demands the language arts standards present. A range of supports

will be needed to ensure that all students (including ELLs) can master the standards such as extra time, instructional accommodations, and appropriate assessments as they develop English language proficiency and content area knowledge (National Governors Association & Council of Chief State School Officers, 2010). Teachers are encouraged to use professional judgment, tools, knowledge, and experience that they deem most helpful in assisting learners with meeting the CCSS (National Governors Association & Council of Chief State School Officers, 2010; Olson, Scarella, & Matuchniak, 2013).

Many teachers are underprepared to handle this difficult task. Most teachers have had little or no professional development for teaching ELLs (Lucas, Villegas, & Freedson-Gonzales, 2008). The influx in ELLs has shifted a teacher's job from supporting academic achievement in subject areas to supporting academic achievement while promoting English language and literacy development (Lee & Buxton, 2013). About 88% of mainstream teachers teach ELLs and research suggests that most of these teachers do not have the basic foundational knowledge regarding ELL issues (de Jong et al., 2013). Therefore, this added challenge has left the majority of teachers working with ELLs feeling unprepared to meet their students' content specific learning needs.

This literature review serves four purposes. First, a brief background of the constraints ELLs face is provided. Next, I explore recommendations found in the literature for working with ELLs in the literacy classroom. Third, the methods from five experimental research studies involving writing interventions for elementary-aged ELLs in the United States are critiqued. In the final section, suggestions for future research to determine how to best assist ELL writers at the elementary level will be discussed.

Constraints

There are many constraints that students in general face when learning to write. These constraints are amplified for ELLs as they attempt to compose in a second language (Olson, Scarcella, & Matuchniak, 2015b). ELLs, especially young children, are facing the difficult task of acquiring a second language while simultaneously developing their first language (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006).

Cognitive Constraints

Skilled writing is "a conscious, demanding, and self-directed activity" where coordination of multiple mental activities is necessary to help writer's achieve their goals (MacArthur & Graham, 2016, p. 26). Many times ELLs are on cognitive overload in mainstream classes as they juggle cognitive processes causing constraints on activities such as planning, retrieving words, and organizing those words so they make sense (Olson et al. 2013; 2015b).

Linguistic Constraints

Many novice writers lack the specialized knowledge of academic language (Olson et al. 2013). This lack of proficiency in academic language affects ELLs' ability to comprehend texts, limits their ability to effectively write and express themselves, and can impede their ability to learn academic content (Francis, et al., 2006). When writing, ELLs must consider their linguistic resources: vocabulary, morphology, syntactic rules, semantics, and pragmatics of the English language while also drawing on their metalinguistic awareness: figuring out how to spell a word, where to put a period, and how to organize supporting details (Olson et al., 2015b).

Communicative Constraints

Communicative constraints refer to the need to write for specific audiences and purposes (Olson et al., 2013; 2015b). Since ELLs are in the process of learning linguistic features of the English language, they may not understand how to adjust their use of language appropriately to meet the needs of various audiences (Olson et al., 2015b).

Contextual Constraints

The conditions in which writing takes place are associated with contextual constraints. These conditions may include: the writing topic, the assignment guidelines, the audience, and whether or not the writing task is timed or collaborative in nature (Olson et al., 2013; 2015b).

Textual Constraints

Expert writers bring detailed knowledge with them to each writing task. They are able to draw on their knowledge and understanding of various genres and other writing tasks they have completed in an efficient manner (Olson et al., 2013). In addition to having less experience with various genres and their patterns, ELLs may not have the domain specific knowledge or working memory to process this type of knowledge (Olson et al., 2013).

Affective Constraints

At school many ELLs experience loneliness and isolation (Echevarria & Vogt, 2010). ELLs may feel disengaged and embarrassed when they are given writing assignments that are too high or too low for their language competency level (Olson et al., 2015b). Classroom settings that encourage interaction and provide opportunities to engage with peers around interesting topics will increase ELLs chance of building

positive relationships that can positively impact academic achievement (Echevarria & Vogt, 2010).

Cultural Constraints

ELLs, like native English speakers, bring an assortment of background knowledge with them to school, however it is frequently knowledge of different histories, cultures, and places and not the background knowledge expected by schools (Deussen, Autio, Miller, Lockwood, & Stewart, 2008). Therefore, students with varying cultural backgrounds may lack cultural information required to complete specific writing assignments for specific audiences (Olson et al., 2013).

Recommendations

Graham and Harris (2013) identified three potential sources for identifying best practices in writing: 1) draw on the wisdom of professional writers, 2) look to those who teach developing writers, and 3) read scientific studies testing the effectiveness of writing practices. The next section will consider the third source of information, looking at summaries and overviews of various collections of academic studies in order to identify general recommendations for working with ELLs in the area of writing. Surprisingly there is little research on common practices and recommendations for working with ELLs (Goldenberg, 2012), therefore recommendations in the following section refer to K-12 ELLs as oppose to ELLs exclusively in the primary grades.

Similar Instruction

> Like other students, English Language Learners (ELLs) need good instruction. This includes high standards, clear goals and learning objectives, a content-rich curriculum, clear and well-paced instruction, opportunities for practice and application, appropriate feedback, frequent progress monitoring and reteaching as needed, and opportunities for student interaction (Deussen et al., 2008, p. 7).

What works with native English speakers appears to generally work with ELLs as well (Shanahan & Beck, 2006). Effective literacy teaching for native English speakers can be a foundation for effective literacy teaching for ELLs and should include instruction in phonemic awareness, phonics, oral-reading fluency, vocabulary, reading comprehension, and writing (Goldenberg & Coleman, 2010). For young children, early writing may develop in ways that are very similar to particular features of early writing development in native English speakers (Fitzgerald, 2006). However, though it may be the best tool currently available, effective generic instruction is not sufficient (Goldenberg & Coleman, 2010). Good instruction alone does not provide ELLs with the language development they need to build proficiency in English (Deussen et al., 2008).

Academic English/Academic Vocabulary

"Mastery of academic language is arguably the single most important determinant of academic success for individual students" (Francis, et al., 2006, p. 7). Many researchers recommended a strong emphasis on the development of vocabulary and academic language for ELLs (Francis et al., 2006; Goldenberg & Coleman, 2010; Meltzer & Hamann, 2005; Shanahan & Beck, 2006). Instruction in academic English should be explicit (Echevarria & Vogt, 2010; Olson et al., 2015), intensive, contextualized (Echevarria & Vogt, 2010), multifaceted (Deussen et al., 2008), and extensive (Gersten, Baker, Shanahan, Linan-Thompson, S., Collins, P., & Scarcella, 2007). Instruction should be varied throughout the school day (Gersten et al., 2007), and across several days using a variety of instructional activities (Baker et al., 2014) with a focus on academically useful words (Deussen et al., 2008.)

Home Language

Primary language literacy can be used as a starting place for English literacy instruction (Deussen et al., 2008). A students' home language can be used to promote academic development (Goldenberg, 2012), cognitive skills development, and second language literacy acquisition (Kim, Boyle, Zuilkowski, & Nakamura, 2016). In the primary and intermediate grades, knowledge and skill can transfer between first and second language writing (Fitzgerald, 2006). However, it is important to consider the type and quality of instruction (Genesse & Riches, 2006).

Components of Quality Instruction

ELLs need instruction that will help them meet state content standards (Deussen et al., 2008). Instruction should include meaningful, comprehensible, and accessible activities for students to demonstrate their learning and stimulate their thinking (Echevarria & Vogt, 2010). Teachers can implement a variety of teaching techniques to provide meaningful writing instruction for ELLs.

Direct, explicit instruction. Literacy instruction for ELLs should be direct, explicit and specific (Echevarria & Vogt, 2010; Goldenberg & Coleman, 2010; Olson et al., 2015b). Teachers should provide direct instruction in specific reading and writing skills within carefully designed interactive contexts (Genesse & Riches, 2006; Shanahan & Beck, 2006).

Modeling, scaffolding, and strategies. Teachers should establish regular routines for writing purposefully and frequently (Cummings, 2016). Literacy routines for ELLs should include modeling, scaffolding, engagement, and practice of multiple drafts of writing (Cummings, 2016).

Teacher modeling is a necessary early step for successful strategy instruction (Meltzer & Hamann, 2005) and strategy instruction has been recognized as an effective practice for literacy development (Graham & Perin, 2007) for both ELLs and native English speakers (Olson et al., 2015b). Scaffolding is also beneficial for ELLs; when teachers scaffold instruction, they help break learning up into manageable pieces, which allows teachers to provide challenging instruction for students who need extra support (Olson et al., 2015b).

Additional recommendations. Additional instructional recommendations found in the literature include use of graphic organizers (Goldenberg & Coleman, 2010; Olson et al., 2015b), mentor texts, and meaningful visuals (Olson et al., 2015b). Teachers can help students understand text structures within content areas (Meltzer & Hamann, 2005) by integrating oral and written language instruction into content area teaching (Baker et al., 2014).

Collaboration and Opportunities to Practice

ELLs need regular, structured opportunities to develop written language skills (Baker et al., 2014; Echevarria & Vogt, 2010; Olson et al., 2015b). Students can develop oral language competency through interactions with others (Echevarria & Vogt, 2010). Instruction should be carefully planned and interactive between both learners and their teachers (Genesee & Riches, 2006). Interactive strategies provide ELLs with important opportunities to articulate their thinking while learning from the thinking of others (Deussen et al., 2008). Interactive teaching should be appropriately structured and incorporate highly engaging extended interactions with peers and teachers where ELLs are challenged cognitively and linguistically (Goldenberg & Coleman, 2010).

Assess, Modify, and Adjust

"Interaction between learners and teachers, be they adults or more competent students is a mechanism through adaption and accommodations of individual differences and preferences can be accomplished" (Genesse & Riches, 2006, p. 140). ELLs are not a uniform group; they are heterogeneous and vary by region (Cummings, 2016). Many teachers have not fully developed an understanding of the differences among their ELLs (Freeman & Freeman, 2007). ELLs differ in many ways such as: their academic background, their first language literacy level, and their level of English proficiency (Freeman & Freeman, 2007).

Assess. One way to identify the needs of ELLs is with assessment. Regularly screening students and monitoring their progress (Gersten et al., 2007) using multiple forms of assessment (Meltzer & Hamann, 2005) allows teachers to purposefully plan based on assessment data (Echevarria & Vogt, 2010).

Modify and adjust. A similar approach for learning to read and write can apply to native English speakers and ELLs. However, ELLs need additional instructional supports (Duessen et al., 2008; Goldenberg, 2012) and modifications as they acquire literacy skills in English (Goldenberg & Coleman, 2010). It is important to know where ELLs academic strengths and challenges are. Small-group instructional interventions may help ELLS who are struggling in literacy (Baker et al., 2014; Gersten et al., 2007).

Common literacy instructional routines may need to be adjusted to maximize their effectiveness with ELLs, though specific details explaining what these adjustments look like in practice are not clear (Shanahan & Beck, 2006). Additional research on alternative instructional approaches for ELLs is critical (Genesse & Riches, 2006).

Cultural Considerations

Native languages and home environments should be seen as valuable resources that contribute to a students' education rather than something to overcome (NCTE, 2008). Teachers can promote this view by designing culturally responsive curricula and instruction (Olson et al., 2015b). One way to design culturally responsive curricula is by drawing on students' background, their experiences, cultures, and languages (Freeman & Freeman, 2007). Teachers can use familiar context to explicitly link to students' background knowledge and experience to lesson content and previous learning (Echevarria & Vogt, 2010; Goldenberg & Coleman, 2010).

Tying Recommendations to Constraints

Many of the recommendations identified in the literature align with the learning constraints faced by ELLs (see Table 12). Overall patterns were found within this set of recommendations. The most common, reoccurring themes include: focus on academic language, promote home language use when possible, provide opportunities to interact with others and practice, adjust and individualize support when needed, use explicit instruction, and build on students' prior knowledge.

Methods

The search for research studies on writing interventions for elementary-aged English Language Learners in the United States began with a set of guidelines for selecting articles. First, a focus was placed on ELLs in the area of writing for grades kindergarten through fifth since learning to write begins to shift to writing to learn during this time period. "By the upper elementary grades, writing becomes a critical tool both

for learning and showing what you know" (Harris, Graham, Brindle, & Sandmel, 2009, p. 131).

Second, I wanted to explore quantitative and single-case experimental design studies to see how researchers were implementing writing interventions for this group of learners due to the increase of this population in U.S. schools and the demands set forth by state standards. Therefore, studies were excluded if research was conducted outside of the U.S., if no writing intervention was implemented, if spelling and/or handwriting was the focus of the writing intervention, or if there was not a writing measure as an outcome variable.

Finally, to better understand the implementation of writing interventions for students who are learning English in the U.S., I chose to exclude studies involving English as a foreign language (EFL) from further review.

Following the established guidelines, I began a basic search for published, peer-reviewed articles and dissertations using four techniques. First, I searched a set of meta-analyses that focused on writing interventions (Graham, Herbert, & Harris, 2015; Graham, McKeown, Kiuhara, & Harris, 2012; Graham & Sandmel, 2011; Hoogeveen & Gelderen, 2013; Rogers & Graham, 2008). As a result, two articles and three dissertations met the pre-established guidelines.

Next, the reference lists from three research syntheses that focused on literacy interventions for ELLs (Fitzgerald, 2006; Genesee & Riches, 2006; Shanahan & Beck, 2006) were examined. However, no additional studies were found meeting the pre-established criteria.

Third, the search engines ERIC, Google Scholar, and the digital library system at Arizona State University were searched using the following descriptors or a combination of them due to space constraints: (ELL AND writing AND Elementary); (ESL AND writing AND Elementary); (LEP AND writing AND Elementary); (ELD AND writing AND Elementary); ("English Language Learner" AND writing) OR ("English as a Second Language" AND writing) OR ("Limited English Proficiency" AND writing) OR ("English Language Development" and writing) (bilingual AND writing) OR (L2 and writing) AND (elementary) OR (primary). However, no additional studies were located.

Finally, the reference lists of the five studies originally located were examined. Again, no additional studies were discovered. Therefore, two articles and three dissertations were included in this critical review

To assist with critically analyzing the methods used in the selected studies, a coding sheet was developed that incorporated: suggestions for analyzing quantitative literature (Galvan, 2013), ideas from quality indicators recommended by Cook et al. (2014), Horner et al. (2005), and Gertsen et al. (2005). These quality indicators were chosen as a set of guidelines for two reasons: 1) a focus on group design, single case design, or a combination of both designs and/or 2) an emphasis on at-risk populations. As a result of coding the articles, the most pertinent patterns and findings are discussed.

Results and Discussion

In the following sections, three areas will be analyzed to consider threats to internal and external validity: a) participants, b) design quality, and c) measures. The findings will allow the readers to identify strengths and weaknesses across this body of studies.

Participants

There are many things a researcher needs to consider when deciding the method to use for selecting participants. Four key aspects involving participants are discussed in the following section: assignment, demographics, type of student, and attrition.

Assignment. Randomly assigning participants to treatment groups is a way to eliminate assignment bias (Galvan, 2013). Randomization was described by three groups of researchers (Gomez et al., 1996; Kirby 1987; Prater & Bermudez, 1993). Gomez et al. (1996) and Prater and Bermudez (1993) randomly assigned participants to teachers or classrooms, though Gomez et al. (1996) stratified by language performance. These two groups of researchers then randomly assigned classes to condition (Gomez et al., 1996; Prater & Bermudez, 1993). Kirby (1987) also randomly assigned teachers to condition. The participants in Green's (1991) study were selected to be as similar as possible except for the greater preponderance of LEPs and other bilinguals in one of the conditions, however there was no mention of randomization. Korducki (2001) conducted the only single subject design in this corpus of studies, where pairs of participants were formed based on language of proficiency.

Demographics. Detailed information can assist the reader in determining if participants were comparable across tiers of a multiple baseline study or across conditions. Participants' demographic information was included in all five studies, though the type of demographic information provided varied. Grade level and a description of the type of student were reported in all studies, however other pertinent demographic information was missing. Grade levels ranged from third grade (Green,

1991) to the summer after students finished fifth grade (Gomez et al., 1996). Lower elementary grades were not the focus of any of the reviewed studies.

Different labels were used to describe participants' ethnicity. Prater and Bermudez (1993) and Gomez et al. (1996) reported ethnicity using the term Hispanic, although Gomez used this term to describe ethnicity at the district level while Prater and Bermudez used it to describe the ethnicity of the participants in the study. Additionally, Prater and Bermudez classified three of the 46 participants as Asian American. Korducki (2001) identified all participants as Latino and Green (1991) categorized participants as Mexican-American. Ethnicity was not reported by Kirby (1987) however; the participants' primary language was Indochinese.

Type of student. The type of participant differed across the five studies. The term Limited English Proficient (LEP) was used to describe the students in three of the studies (Gomez et al., 1996; Kirby 1987; Prater & Bermudez, 1993). Even though a consistent term was used, the participants varied. Kirby's (1987) participants were placed in an elementary English as a Second Language (ESL) program because of limited English proficiency. The participants in Prater and Bermudez's (1993) study had been in ESL or bilingual education classrooms at one time but were currently in regular classes, however their teachers considered them to have limited English proficiency which threatened their academic work. The students in Gomez et al.'s (1996) study also had low academic performance, which was determined by a score below the 25th percentile on state norms. Korducki's (2001) participants were learning disabled or had an academic delay and were bilingual although, half were dominate in English, while the other half were dominate in Spanish

An equal number of good and poor readers determined by the total reading subset score on the Metropolitan Achievement Test, Version 6 (MAT-6) participated in Green's (1991) study. Green's participants were monolingual English or bilingual speakers of English and Spanish as determined by a home language survey and student interview.

Attrition. Gersten et al. (2005) identified attrition (or mortality) rates under 30% as a desirable quality indicator for experimental research. Attrition rates were under this threshold in four of the five studies. Attrition rates in Gomez et al.'s (1996) study were around 33% (most of which were from the treatment group) due to non-comprehendible writing samples and absenteeism. Low attrition rates were a strength among the majority of the studies critiqued.

Design Quality

Quality is essential in educational research. Researchers need to have a well thought out plan for conducting a research study. The following components of quality design will be explored: description of conditions, duration of treatment, interventionists' characteristics and training, and fidelity.

Description of conditions. Although the interventions explored by the researchers in these five studies focused on some form of writing, they were very different from one another (see Table 13). The variety of treatments and genres of writing for such a small number of studies made it difficult to identify convincing patterns that would contribute to the recommendations for ELLs.

Cultural constraints were explicitly addressed in two of the studies (Gomez et al., 1996; Korducki, 2001) where students were allowed to practice writing in their native language. Gomez et al. and Korducki considered cultural constraints specifically in the

research design, which allowed for comparison of Spanish instruction, English instruction, or a combined approach. Gomez et al. allowed students to write in English or Spanish, however detailed information was not provided regarding how often students wrote in the different languages and if it impacted their writing in anyway.

Two studies (Gomez et al., 1996; Kirby, 1983) lacked specific intervention details. The experimental group in the investigation by Gomez et al. was encouraged to work in small groups and share and support each other, however it is hard to say whether or not this actually happened or if the type of support was appropriate and met the learners' needs. A more controlled intervention that emphasized additional constraints that ELLs encounter may have yielded different results. Kirby described various activities that could be used in both instructional approaches, however similar to the Gomez et al. (1993) study; it was difficult to decipher exactly what occurred in the different conditions.

Duration of the treatment. The duration of treatment varied across this body of studies. Prater and Bermudez (1993) failed to specify treatment duration. The intervention lasted ten weeks in Kirby's (1987) study, however it was not clear how much time or how often lessons were taught during those ten weeks. The participants in Gomez et al.'s (1996) study spent six weeks in a summer program, although classes spent a different number of days per week on the intervention and the number of hours was not reported to check for consistency.

Green (1991) and Korducki (2001) provided additional information regarding treatment duration. Green (1991) reported both the number of weeks (20) and length of each lesson (one hour each). Korducki (2001) reported approximately six mini lessons of

an hour each, although information about how these mini lessons were spread over time (such daily, weekly, etc.) was less clear.

Interventionists' characteristics. Researchers should describe who is teaching an intervention and how they compare across treatment and control conditions to assure readers that the effects of an intervention are not the result of differences between interventionists (Gersten et al., 2005). Descriptions of interventionists' characteristics were extremely limited across this body of studies.

Teachers taught the interventions in the studies conducted by Prater and Bermudez (1993) and Green (1991). Teachers and assistants were the interventionists in Gomez et al.'s (1996) study. It appeared that teachers also taught the interventions in the research study conducted by Kirby (1987), though it was not explicitly stated.

Korducki (2001) provided detail about the language background of the interventionist by informing the readers that a bilingual school psychologist taught all groups of students. Green (1991) provided the most detail describing the interventionists' language background in addition to information about gender, ethnicity, years of experience, and teacher evaluation scores.

Interventionist training. Interventionist training is vital to an intervention study because it helps ensure that interventionists know how to implement the intended intervention. The researchers in two of the five studies (Korducki, 2001; Prater & Bermudez, 1993) did not provide training details.

Green (1991) reported a limited description of interventionist training stating they were trained in "newer methods." Gomez et al. (1996) and Kirby (1987) provided

information on the length of the training, however information about what happened during the training was also vague.

Fidelity. Evidence about the successful implementation of a planned intervention is needed to determine if the findings were a result of the intended outcome measured (Gertsen et al., 2005). The researchers in four studies mentioned fidelity (Gomez et al, 1996; Green, 1991; Kirby, 1987; Korducki, 2001). Kirby and Gomez monitored fidelity during class observations while Green reviewed weekly lesson plans, although none of these researchers reported a score of any kind, which was a weakness.

A checklist with essential lesson components was used to track fidelity in two studies (Gomez et al, 1996; Korducki, 2001). Gomez et al. stated that a percentage score was calculated but described fidelity of implementation as "very good." Korducki reported that all steps were implemented.

Measures

All researchers in this corpus of studies used a writing sample as a measure of students' writing ability. Gomez et al. (1996) and Prater and Bermudez (1993) used writing samples exclusively, while the other researchers (Green, 1991; Kirby, 1987; Korducki, 2001) used additional forms of assessment to measure added constructs (see Table 13). The scales used to measure writing quality differed across researchers from a zero to four-point scale with additional codes for off topic responses and replies such as "I don't know" (Kirby, 1987) to an eight-point scale (Korducki, 2001).

The means to collect a writing sample also differed among this group of researchers. Green (1991) and Kirby (1987) used prompts from other assessments (TEAMS practice test and National Assessment of Educational Progress, respectively).

A picture was used as part of the prompt by Green (1991) and Korducki (2001); furthermore Korducki's participants had a choice of two pictures to choose from. Some researchers had specific prompts all students responded to (Prater & Bermudez, 1993; Kirby, 1987), while one group of researchers did not specify the prompts used for assessment (Gomez, et al, 1996). The type of writing students completed also varied (see Table 13). Specific details regarding test administration were not provided by three researchers (Gomez et al., 1996; Green, 1991; Prater & Bermudez, 1993), which was a serious limitation because measures may not have been administered consistently across all participants.

Reliability and validity. Inter-rater agreement for overall quality was reported for all five of the studies, which was a major strength. Kirby (1987) and Korducki (2001) reported the reliability for the assessments in the current study as well as the reliability for the measure in general, although the reliability in Kirby's study (73%) was lower than scores reported by the other four researchers (ranging from 83-91%). A lack of description of validity was a weakness across these five studies. Kirby was the only researcher within this body of studies that provided an in depth description of the measure's validity.

Directions for Future Research

Three purposes for this review have been addressed. First, a brief background of the constraints ELLs face was provided. Second, recommendations for working with ELLs in the literacy classroom were described. Next, the methods from five experimental research studies involving writing interventions for elementary-aged ELLs in the United

States were critiqued. In this final section, suggestions for future research to determine how to best assist ELL writers at the elementary level will be discussed.

It is clear that more empirical research is needed to understand how to best meet the writing needs of elementary-aged ELLs. Only five studies over the past three decades were found addressing this concern. "The lack of research leaves teachers of English-learning students largely to speculate about how best to teach their students" (Olson et al., 2015a, p. 572).

The researchers in all five studies followed some of the recommendations for working with ELLs in the literacy classroom found in the literature. The language experience approach used in Kirby's (1987) study used students' own vocabulary, language patterns and background to make learning meaningful. Home language use was supported by Korducki (2001) and Gomez et al. (1996). Collaboration was utilized in some form across all five studies. Although some of the recommendations for teaching ELLs were utilized, there was a large amount of variation in the type of students and type of interventions explored in this set of studies. Having so few similarities paired with weak methods and varied results made it difficult to identify patterns to inform writing practices for elementary-aged ELLs.

Researchers need to control for threats to internal and external validity. Using quality indicators when designing studies can assist researchers with this task. Executing a tightly controlled study was a weakness across this small set of studies. Descriptions of participants, conditions, and measures need to be described in detail so writing research focused on elementary-aged ELLs can be better interpreted and replicated.

The demands of the language arts CCSS paired with the lack of teacher

preparation for supporting the learning of the growing number of ELLs in our schools has created a dire situation for this population of students. We need to remedy this problem with more, quality research.

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Table 12

Recommendations that Address Constraints Faced by English Language Learners

Constraints	**Recommendations**
Cognitive	• Teacher modeling • Use multiple forms of assessment • Use strategy instruction • Model appropriate language use and processes for connecting reading and writing • Scaffold instruction • Use graphic organizers, mentor texts, and meaningful visuals
Linguistic	• Vocabulary development • Opportunities to develop proficiency in English • Model appropriate language use and processes for connecting reading and writing • Provide explicit instruction in academic English and opportunities for students to practice • Integrate oral and written English language instruction into content-area teaching
Communicative, Contextual, and Textual	• Use strategy instruction • Use graphic organizers, mentor texts, and meaningful visuals • Analyze content-area discourse features • Understand text structures within the content areas • Integrate oral and written English language instruction into content-area teaching • Provide regular, structured opportunities to develop written language skills
Affective	• Create a learner-centered classroom • Scaffold instruction • Provide small-group instructional intervention to struggling students
Cultural	• Design culturally responsive curricula and instruction • Use home language to promote academic development

Table 13

An Overview of Reviewed ELL Writing Studies

Author(s)	Grade	Intervention focus	Type of writing	Construct(s) Measured	Results
Gomez et al.	Summer after 5th	Treatment: Process approach (free writing (FW)) Comparison: Structured writing (SW)	FW: Topics chosen by students SW: Topics chosen by teacher Testing topics were standardized, although testing directions were not standardized	Overall writing quality -mirco-indictors -analytic ratings Writing productivity	Comparison outperformed treatment in analytic and holistic ratings
Green	3rd	Treatment 1:Process approach Treatment 2: Process approach plus word processing Comparison: Skill practice	Descriptive	Reading Achievement Overall writing quality -analytic traits Writing fluency Attitudes towards writing Revisions and editing	Students in treatment 2 had higher attitudes towards writing and reading achievement compared to the other groups Students in treatments 1 and 2 had higher writing achievement than students in the comparison group, though not statistically significant
Kirby	4th and 5th	Treatment: Language Experience Approach (LEA) Comparison group: Conventional approach (IDEA program)	Story	Overall writing quality Reading recognition Reading comprehension	Lack of significant differences between treatment and comparison groups
Korducki	5th	Treatment: Self-regulation strategies development (SRSD) with composition strategies Comparison: Baseline prior to intervention	Story	Presence of elements Overall writing quality Number of words written Prewriting time Strategy Use Social Validity	Strong evidence that students' schematic structure of stories written in their stronger language improved Students showed evidence of planning and strategy use Students were able to generalize the effects of SRSD to their non-dominate language
Prater & Bermudez	4th	Treatment: Peer feedback Comparison: Worked individually	Personal writing	Overall writing quality Writing fluency	No significant differences between the groups overall quality or the number of sentences produced Significant differences in favor of the treatment group for number of words and number of idea units

APPENDIX B

PILOT STUDY: TABLES AND FIGURE

Table 14

Pilot Study: Opinion Essay Writing Prompts

Testing Prompts
Write an essay convincing your classmates that… 1. it is important to go to school 2. kids should not be allowed to have snacks in the classroom 3. it is important to exercise and eat healthy foods 4. it is important to have art in school 5. all kids should have toys 6. watching TV can be good for kids 7. using a computer is important 8. kids should be allowed to have sleepovers 9. it is important to have PE in school 10. saving water is important 11. school rules are good to have 12. kids should not be allowed to choose what they eat 13. kids should not be allowed get an allowance for jobs done at home 14. chores are good for kids to have 15. video games are not good for kids 16. learning another language is important 17. parents should not choose their children's friends 18. owning a pet is good for kids 19. the length of the school day should be shorter 20. recess is important

Table 15

Pilot Study: Mean Scores by Students, Phase, and Measure.

	Quality			Linking Words			Output		
	Baseline	Post	Maint	Baseline	Post	Maint	Baseline	Post	Maint
Cecelia	4.2	8	7.5	3.8	6	7	121.8	94	121.5
Lupe	3.8	7.7	6	3.6	7	5	84.4	92	101.5
Mario	1.6	7.7	N/A	1.4	4.3	N/A	42.8	87.6	N/A

Note. Quality was scored on a 1-9 point scale; Maint= maintenance phase; N/A= not applicable.

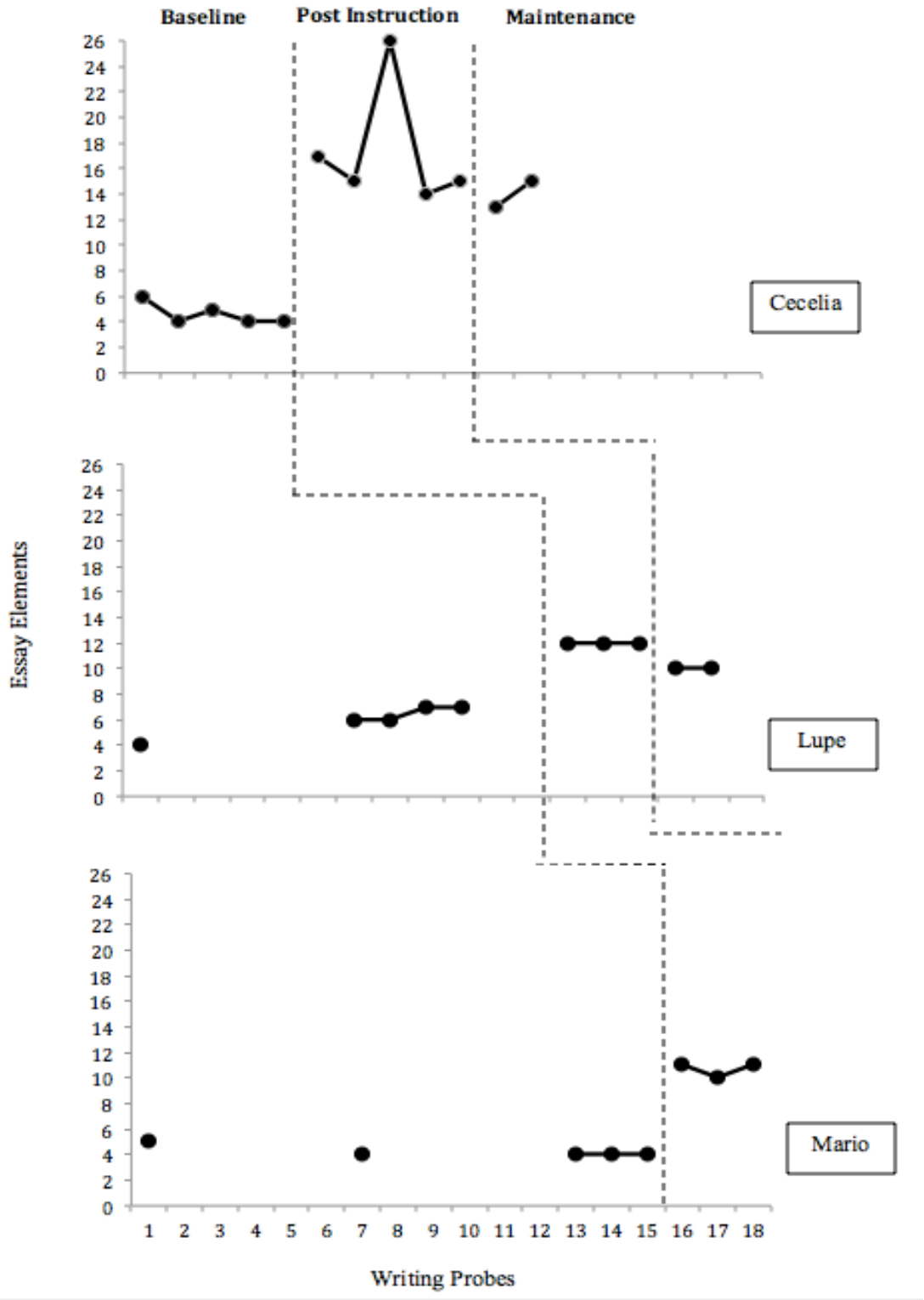


Figure 2. Pilot study: Essay elements by phase

APPENDIX C

CURRENT STUDY: ASSESSMENT AND SCORING MATERIALS

Directions for Administering Opinion Writing Prompts

*Please read aloud all text written in **bold.**
Hand out the writing assessment to each student and be sure they have something to write with.

Please look at the material I gave you. The first page tells you the topic of the essay you will write and provides a place for you to plan your essay. The other pages are lined sheets of paper for writing your essay. Does everyone have all of these pages?

Check to make sure every student has all the pages.

Please write your name on each page.

Check to make sure every student has written his/her name on every page.

Most students have an opinion one way or another about a variety of topics. I am going to ask each of you to write an opinion essay. Your essay topic is: (Read the specific essay prompt.)

Do you have any questions?

Before you write your essay, please use this space to plan (point to space to plan). When you start to write, if you need another piece of paper, please let me know. If you need help spelling a word, please raise your hand and I can help. But, please remember I cannot help you write your essay. Do the best you can. Remember to write neatly so your essay can be read.

You will have as much time as you need to plan and write your essay. When you are finished, please raise your hand. When I collect your essay, I will ask you to quietly read it out loud to me.

Do you have any questions?
Again your topic is…. (Read the specific essay prompt.)

At the end of session, pick up the students' papers. Make sure you have all of the pages. If a student finishes early, tell them they can draw a picture on the back of one of the pages that would help convince the reader about their topic.

IMPORTANT: If a child is off-task or not paying attention when you are providing directions, please direct him/her to pay attention. If a student appears off-task during the writing period, move next to them and if necessary ask them quietly and privately to work on the writing task. If a student continues to display off-task behavior, the test administrator can prompt the student with the phrase, "What next?"

Name:

Date:

Directions: **Write an essay to your classmates persuading them that they need to wear a helmet when riding a bike.**

Directions for Administering Opinion Writing Prompts Spanish (More Than 1 Student)

*Please read aloud all text written in **bold.**
Hand out the writing assessment to each student and be sure they have something to write with.

Please look at the material I gave you. The first page tells you the topic of the essay you will write and provides a place for you to plan your essay. The other pages are lined sheets of paper for writing your essay. Does everyone have all of these pages?

Por favor, miren el material que les di. La primera página les dice el tema del ensayo que van a escribir y les da un espacio para planear su ensayo. Las otras páginas son hojas de papel con líneas para escribir su ensayo. ¿Todos tienen todas estas páginas?

Check to make sure every student has all the pages.

Please write your name on each page.
Escriban su nombre en cada página.

Check to make sure every student has written his/her name on <u>every page</u>.

Most students have an opinion one way or another about a variety of topics. I am going to ask each of you to write an opinion essay. Your essay topic is:

La mayoría de los estudiantes tienen una opinión de una manera u otra sobre una variedad de temas. Les voy a pedir a cada uno de ustedes que escriban un ensayo de opinión. Su tema de ensayo es:

(Read the specific essay prompt.)

Do you have any questions?

Before you write your essay, please use this space to plan (point to space to plan). When you start to write, if you need another piece of paper, please let me know. If you need help spelling a word, please raise your hand and I can help. But, please remember I cannot help you write your essay. Do the best you can. Remember to write neatly so your essay can be read.

You will have as much time as you need to plan and write your essay. When you are finished, please raise your hand. When I collect your essay, I will ask you to quietly read it out loud to me.

Do you have any questions?
Again your topic is…. (Read the specific essay prompt.)

¿Tienen alguna pregunta?

Antes de escribir su ensayo, usen este espacio para planear (point to the space to plan). Cuando empiecen a escribir, si necesitan otra hoja de papel, por favor háganmelo saber.
Si necesitan ayuda para deletrear una palabra, por favor levante su mano y yo les puedo ayudar. Pero, por favor recuerden que no puedo ayudarles a escribir su ensayo. Hagan lo mejor que puedan. Recuerden escribir bien para que su ensayo pueda ser leído.

Ustedes tendrán tanto tiempo como sea necesario para planear y escribir su ensayo. Cuando hayan terminado, levanten su mano. Cuando recoja su ensayo, les pediré que lo lean tranquilamente en voz alta para mí.

¿Tienen alguna pregunta?
Una vez más su tema es ....

At the end of session, pick up the students' papers. Make sure you have all of the pages. If a student finishes early, tell them they can draw a picture on the back of one of the pages that would help convince the reader about their topic.

IMPORTANT: If a child is off-task or not paying attention when you are providing directions, please direct him/her to pay attention. If a student appears off-task during the writing period, move next to them and if necessary ask them quietly and privately to work on the writing task. If a student continues to display off-task behavior, the test administrator can prompt the student with the phrase, "What next?"

Name:

Date:

Directions: Escribe un ensayo que convence a tus compañeros de clase de que todos los niños deben tener juguetes.

Directions for Administering Opinion Writing Prompts Spanish (1 Student)

*Please read aloud all text written in **bold.**
Hand out the writing assessment to each student and be sure they have something to write with.

Please look at the material I gave you. The first page tells you the topic of the essay you will write and provides a place for you to plan your essay. The other pages are lined sheets of paper for writing your essay. Does everyone have all of these pages?

Por favor, mira el material que te di. La primera página te dice el tema del ensayo que vas a escribir y te da un espacio para planear tu ensayo. Las otras páginas son hojas de papel con líneas para escribir tu ensayo. ¿Tienes todas estas páginas?

Check to make sure every student has all the pages.

Please write your name on each page.
Escribe tu nombre en cada página.

Check to make sure every student has written his/her name on every page.

Most students have an opinion one way or another about a variety of topics. I am going to ask each of you to write an opinion essay. Your essay topic is:

La mayoría de los estudiantes tienen una opinión de una manera u otra sobre una variedad de temas. Te voy a pedir que escribas un ensayo de opinión. Tu tema de ensayo es:

(Read the specific essay prompt.)

Do you have any questions?

Before you write your essay, please use this space to plan (point to space to plan). When you start to write, if you need another piece of paper, please let me know. If you need help spelling a word, please raise your hand and I can help. But, please remember I cannot help you write your essay. Do the best you can. Remember to write neatly so your essay can be read.

You will have as much time as you need to plan and write your essay. When you are finished, please raise your hand. When I collect your essay, I will ask you to quietly read it out loud to me.

Do you have any questions?

Again your topic is…. (Read the specific essay prompt.)

¿Tienes alguna pregunta?

Antes de escribir tu ensayo, usa este espacio para planear (point to the space to plan). Cuando empieces a escribir, si necesitas otra hoja de papel, por favor déjame saber.
Si necesitas ayuda para deletrear una palabra, por favor levanta tu mano y yo te puedo ayudar. Pero, por favor recuerda que no puedo ayudarte a escribir tu ensayo. Haz lo mejor que puedas. Recuerda escribir bien para que tu ensayo pueda ser leído.

Tendrás tanto tiempo como sea necesario para planear y escribir tu ensayo. Cuando hayas terminado, levanta tu mano. Cuando recoja tu ensayo, te pediré que lo leas tranquilamente en voz alta para mí.

¿Tienes alguna pregunta?
Una vez más tu tema es ....

At the end of session, pick up the students' papers. Make sure you have all of the pages. If a student finishes early, tell them they can draw a picture on the back of one of the pages that would help convince the reader about their topic.

IMPORTANT: If a child is off-task or not paying attention when you are providing directions, please direct him/her to pay attention. If a student appears off-task during the writing period, move next to them and if necessary ask them quietly and privately to work on the writing task. If a student continues to display off-task behavior, the test administrator can prompt the student with the phrase, "What next?"

Name:

Date:

Directions: Escribe un ensayo que convence a tus compañeros de clase de que todos los niños deben tener juguetes.

Guidelines for Scoring Functional Essay Elements

Essay elements. Following procedures developed by Scardamalia, Bereiter, and Goleman (1982), each essay was divided into the following minimal parsable units: premise, reason, conclusion, elaboration, and nonfunctional. Because a premise, reason, conclusion, or elaboration directly support the development of the writer's argument, these units were classified as functional essay elements. Nonfunctional text included any unit repeated without a discernable rhetorical purpose or any unit unrelated to the argument under consideration.

Functional essay elements were defined as follows. A premise was a statement specifying a position on the topic (girls and boys should play sports together"). To be scored as a premise, the statement had to clearly explicate the position without having to refer to the original essay prompt; simply writing "yes" or "no" at the start of an essay, therefore, was not scored as a premise. Reasons were explanations to support or refute a position ("because it will be fun for both groups"). A conclusion was defined as a closing statement ("that is why 1 believe girls and boys should play sports together"). Finally, a unit of text could be scored as an elaboration on a premise, reason, or a conclusion. For example, an elaboration on the reason above would include: "and kids love to have fun."

Guidelines for segmenting essays into functional units

1. When scoring text, be sure you know the topic first.
2. Ignore all punctuation (and errors of punctuation).
3. Parts of the essay are scored as either functional or nonfunctional.

Functional units include: (a) premise(s) for or against the topic, (b) reason(s) for or against the topic, (c) elaborations of a premise, reason, elaboration or conclusion, and (d) conclusions.

Nonfunctional elements include (a) repetitions that do not serve some rhetorical purpose and (b) other information that does not appear to be relevant to the topic.

Definition of a Premise (P):

The premise represents the writer's stated belief in one side or the other of an issue. It is important to note that a premise should be able to stand alone (you should be able to infer the topic without looking at the writing prompt). Thus, an answer of "yes" and/or "no" without accompanying script to indicate what a yes or no means is not scored as a premise. A premise should also clearly state what the author believes using a complete sentence. It does not need to be located at the beginning of an essay.

"No, because you would be lonely." is scored as a reason without a premise (see below for definition of a reason).

"To be the only child." is an incomplete sentence, therefore does not meet the premise requirements.

Also note that an essay can have more than one premise: an original premise, a contrasting position, and sometimes a third belief such as a statement that is affirmative with some qualification, such as "I believe boys and girls should play sports together, but only when they are not on teams."

Examples:

One type of premise is a statement to the affirmative -I believe boys and girls should play sports together.

A second premise is the negative -I don't believe that boys and girls should play sports together; I think boys and girls should not play sports together; Boys and girls should play sports separately, etc.

A third type of premise is both affirmative and negative -I do and I don't believe that boys and girls should play sports together.

A fourth type of premise (but one that will probably not be encountered) includes a statement neither the affirmative nor the negative -I don't believe that they should or they shouldn't be allowed to play sports together.

Definition of a Reason (R):

A reason is an explanation why a writer believes what he/she believes. Reasons can be stated for both an original and a contrasting premise. In addition, some reasons refute a previously stated position, reason, elaboration, etc.

Examples:

(a) Children should not eat junk food (P) because it is bad for their health (R).

(b) Children should not eat junk food (P) because it is fattening (R), messy (R), and will reduce their appetite (R).

(c) Because you don't have nobody to tell you no (R).

(d) No, (Premise is missing) because it wouldn't be fair to the principal (R).

(e) On the other hand I think children shouldn't (contrasting Premise) because you might spoil your dinner (R supporting the contrasting premise = cR).

(f) However, sometimes you might want somebody to play with (cR). Also you might feel lonely (cR) but you could play with a friend (refuting reason = rR).

Definition of Elaborations (E):

Sentences or phrases can function as elaborations of reasons, or elaborations of premises. Different types of elaboration include any of the following:

(a) saying more about a subject or idea,

(b) clarifying or establishing the conditions under which a premise or reason occurs,

(c) giving one or more examples following a reason,

*If listing examples that belong to the same group; count only once, if items listed belong to different groups; count once for each group (see examples below)

(d) elaborating on an elaboration or conclusion

(d2) They shouldn't play sports together (P), because they'll start fighting (R) and stuff (E on the Reason). They should play sports (this is a conclusion) then they'd be friends (E on the conclusion).

(d3) Teamwork is important (C). It helps you work together (E on the conclusion), it is fun (E on the conclusion), and you can make new friends (E on the conclusion).

(d4) Winter is the best season because snow (E on the conclusion), holidays (E on the conclusion), presents (E on the conclusion), and break (E on the conclusion).

(d5) Do you like working out? (E on premise) I believe all students should exercise (P).

(d6) Tag, you're it! (E on premise) Do you ever play games at recess? (E on premise) I think tag is the best game to play (P).

Note: An elaboration can come before a statement such as in example d4 where the author attempts to "hook" their reader before the premise.

(e) I repeat, sex education is a justifiable way of reducing AIDS (E on a previously stated fact).

Definition of a Conclusion (C):

A conclusion is giving (a) a closing to what is written; bringing everything together, (b) If a student writes "the end" this is NOT scored as a conclusion.
However, if the student writes a conclusion ("That's why I feel boys should not play sports with girls.") followed by "The end" then the latter statement is scored as an elaboration of a conclusion.

As with any category, not all essays have a conclusion.

Examples:

They shouldn't play sports together (P), because they'll start fighting and stuff (R). They should play sports (C) then they'd be friends (E).

Saving the environment is important (P). We need clean water to live (R). That is why it is important to save the environment (C).

Definition of Nonfunctional Units (NF/R) & (NF/O):
Nonfunctional elements include (a) repetitions (NF/R), and (b) other information that does not appear to be relevant to the topic (NF/O). Any unit that does not appear to play any role as premises relevant to the topic, as reasons, elaborations, or as conclusions are scored as nonfunctional.

(a) Verbatim (exact) repetitions are scored as nonfunctional repetitions (NF/R) unless they are used for emphasis or serve some function in the essay (see example above of a repetition of that is scored as an elaboration).

(b) Nonfunctional other units would include any information not relevant to the writing prompt (let me tell you what I did last night). Also included would be any information that does not state the premise and/or contrasting position; specify or establish the conditions surrounding the premise or contrasting position; provide reasons to support the original and/or contrasting position; or state the conclusion.

Thus, any unit of text that does not bear directly on the supporting or clarifying argument or counter argument is a nonfunctional text unit.

Note: Relative (e.g. poor) quality of a reason or elaboration is not a reason for scoring it as nonfunctional. Thus, any textual material, no matter how weak, that serves a purpose in the argument is scored under premise, reasons, elaboration or conclusion.

Examples:

(a 1) Boys and girls should play sports together (P). Because some girls might like boys sports (R). Boys and girls should play sports together (NF/R of the P).

(a2) Children should have brothers and sisters (P). They should have sisters and brothers (NF/R of the P).

(a3) It's better to be the only child (P). You can get a lot of toys (R) and a lot of shoes for Christmas (R). You can get a lot of shoes. (NF/R of the second R)

(b 1) I think boys and girls should play sports together (P). Here's how I would divide them into teams (NF/O since this does not establish the conditions for the premise or reasons to support it).

(b2) To be the only child (P). Because you don't have nobody to tell you no (R). I can play with my cousins (NF/O). So I can get more clothes (R) and more snacks (R) and toys (R).

_____

1 elaborations of nonfunctional text are also considered to be nonfunctional (not counted)

WIAT-III List of Linking Words

1st, 2nd, 3rd, etc.	First(ly)	Meanwhile	Specifically
A further	For example/instance	Moreover	Still
A second/third/etc.	For one (thing)	Most important(ly)	Subsequently
A similar	For that/these/this/those	Most of all	Surely
Above all	Formerly	Most of the time	That is
Additionally	Fourth	My first/second/third/etc.	The final/last/concluding
After	Frequently	My last/final/concluding	The first/second/third/etc.
Afterward(s)	Further/Furthermore	Namely	The main
Again	Generally	Naturally	The next
All in all	Given	Nevertheless/Nonetheless	The other
All these reasons	Granted	Next	Then
Also	Hence	Not only	Thereafter
Alternatively	Here is/are	Now	Therefore
Although	However	Obviously	These are/were
Altogether	Immediately	Occasionally	Third
An additional	Importantly	Of course	This also means
An example	In (my) conclusion	Often (times)	This concludes
Another	In addition	On one hand/the other hand	This is/can This/That
As a consequence/result	In any case/event	On the contrary	means
As an example	In brief In case	On the whole	Those are/were
As I said/have shown	In contrast	On top of that	Though
As long as	In fact In general	Once	Thus
As soon as	In order to/for	One	To begin with
As well as	In other words	Ordinarily	To conclude
As you can see	In particular	Other	To do this
At first	In short	Otherwise	To doubt that
At last	In simpler terms	Overall	To explain
At that time/point	In spite of	Particularly	To illustrate
At the same time	In sum/summary/summation	Perhaps	To put it another way
At times	In the (season of the year)	Plus	To put it differently
Basically	In the end	Possibly	To start with
Because	In the first place	Presently	To sum (it) up
Before	In the future/past	Previously	To summarize
Besides	In the meantime	Probably	To this end
Best of all	In the same manner/way	Provided that	Today
Beyond	In the second place	Rarely	Tomorrow
Certainly	In truth	Rather	Truly
Clearly	Incidentally	Recently	Typically
Consequently	Indeed	Regardless	Ultimately
Contrarily	Instead	Remarkably	Unless
Conversely	It follows that	Right now	Unlike
Currently	It is true	Second(ly)	Until
Despite	It seems	Shortly	Usually
Doubtless	Just as	Similarly	When
Due to	Last(ly)	Simultaneously	Whenever
During	Lately	Since	Whereas
Earlier	Later	So far	While
Equally important	Like	So that	Without(a)doubt
Especially	Likewise	Sometimes	Worst of all
Even	Maybe	Soon	Yesterday
Eventually			Yet another
Ever since			
Fifth			
Finally			

NCS Pearson Inc. (2010). *WIAT–III Essay Composition: "Quick Score" for Theme Development and Text Organization.* Retrieved from: https://images.pearsonclinical.com/images/Products/WIAT-III/WIAT-III_Quick_Scoring_Guide.pdf

Student Interviews

- Each student will independently participate in an audio-recorded, semi-structured interview pre and post instruction.
    - Semi-structured interviews will allow the interviewer to prompt students for additional information and/or clarify or rephrase questions if needed.
- Questions will be read out loud to students.
- The order of the questions will be randomized to eliminate order effects.
- Students will be given as much time as needed to answer each questions.
- Students will be prompted with the phrase, "Anything else?" at the end of the student's response for each question.

Anticipated Interview Questions

Pre Interview

1. "What do good writers do when they write?"
2. "Why do you think some kids have trouble writing?"
3. "When your teacher asks you to write an essay in class, what kinds of things can you do to help you plan and write your essay?"
4. "A friend has to write an opinion essay for class and asks you about opinion essays. What would you tell your friend? "
5. "How do you feel when you are asked to write an essay?"

Post Interview

1. What do good writers do when they write?"
2. "Why do you think some kids have trouble writing?"
3. "When your teacher asks you to write an essay in class, what kinds of things can you do to help you plan and write your essay?"
4. "A friend has to write an opinion essay for class and asks you about opinion essays. What would you tell your friend? "
5. "How do you feel when you are asked to write an essay?"
6. "How have you changed as a writer now that you have learned these strategies?"

SOCIAL VALIDITY

7. Now that you have learned to use POW + TREE to write opinion essays, please tell me what you like most about these strategies?
8. Please tell me if there is anything you do not like about these strategies.
9. Please tell me what you liked about how you learned to use these strategies.
10. Please tell me if there was anything you learned that helped you write better in English.
11. If you were the teacher, is there anything you would do differently to help students learn these strategies?
12. Is there anything else you think I should know about learning to use POW + TREE to write opinion essays?

Interview Coding

Questions	Code	Scoring Category	Examples
1.What do good writers do when they write? 2.Why do you think some kids have trouble writing? 3.When your teacher asks you to write an essay for class, what kids of things can you do to plan and write your essay?	A	Substantive/Process	Think of good details/ideas Write a rough draft Revise Edit it Plan first Read the prompt POW Use TREE Remember to use linking words Hook the reader Reread your essay Count all your parts
	B	Production procedures	Have good penmanship Use your best grammar Spell things the right way Use capitals Use periods at the end of a sentence
	C	Motivational	Don't want to do it
	D	Abilities	Might not be as skilled as others Don't understand it Don't know how Forget to plan Don't know how to spell
	E	Environmental structuring	Organize the spot where they are going to write Make sure you have sharp pencils
	F	Seeking assistance	Get it checked by the teacher Ask their parents Need help with it
	G	Related other	Write their name at the top
	H	Unrelated other	My parents homeschooled me before kindergarten I like baseball

Questions	Code	Scoring Category	Examples
4. A friend has to write an opinion essay for class and asks you about opinion essays. What would you tell your friend?	A	Structural elements	The setting The introduction The other side of the argument Topic sentence Conclusion Reasons Explain your reasons
	B	Organization	Put things in sequence Keep it organized Use TREE Make notes POW
	C	Appeal to the reader	So the reader can understand Make the reader think he's actually in the story Hook the reader Get the reader's attention Try to convince the reader to agree with you
	D	Word choice	Use adjectives Don't use one word too many times Come up with creative words to use Use a variety of linking words Transition words
	E	Transcription, grammar, usage, and sentence construction	Indent Use capital letters Punctuate Write neatly Spell correctly
	F	Generating or obtaining information	Think of ideas Do research Use your imagination
	G	Related other	Put your name on it Write it later
	H	Unrelated other	Get somebody $500 Do math instead

Questions	Code	Scoring Category	Examples
5. How do you feel when you are asked to write an essay?	A	Emotions: Positive	Happy Excited I like writing Writing is fun I feel like I'm on the right track Don't get upset
	B	Emotions: Uneasy	Anxious Nervous Worried I might not do it correctly
	C	Emotions: Negative	Bored I hate to write
	D	Process	I take my time I use writing tricks
	E	Related other	Ask the teacher for help Write about something you like to write about
	F	Unrelated other	Monopoly is fun

Questions	Code	Scoring Category	Examples
6. How have you changed as a writer nor that you have learned these strategies?	A	Efficacy	I'm a good writer now I know how to write strong essays It's easy now I don't struggle anymore I use to have trouble writing I feel good about writing I have good skills now I changed a lot
	B	Process	I plan what I will say I use TREE POW I know how to organize my notes I hook my reader Use linking words I write my notes now I make sure to have good reasons
	C	Related other	I take my time I work slowly
	D	Unrelated other	I like hot dogs

APPENDIX D

CURRENT STUDY: TEACHING INSTRUCTIONAL MATERIALS

POW + TREE: *LESSON # 1*

This lesson typically takes two to three class sessions to complete.

Purpose: Develop Background Knowledge, Discuss It

Objectives: Introduction to POW, writing to persuade, and TREE; identification of TREE parts in essay example

Materials*:

- Example essay (assigned seats)
- TREE graphic organizer
- Flash cards (*if desired*)
- Pencils
- Scratch paper
- Student folders

* YOU STUDENT FOLDERS- IT IS UP TO YOU WHEN TO GIVE THEM OUT.

____ I. Introduction

Tell students you're going to teach them two "tricks" for writing. "First, we're going to learn a strategy, or trick, that good writers use **for everything** they write."

____II. Introduce POW

Pass out one POW + TREE chart to each student if desired (in student folder).

Emphasize: POW is a trick good writers use for many things they write.

Go over parts of POW, discussing each.

P = Pick an idea to start with – this is an idea in our heads.

O = Organize my notes – Describe and discuss the concept of notes. We make short notes to remind us of what we want to write. Notes are faster than writing whole sentences. We can change our notes later, too. Use examples: Teachers use notes when they create a web on the board; your parents may use notes when they write things on a calendar or a grocery list. Have students generate some examples of when they might make notes on their own. **(Some students understand notes as being like a text message; others like the idea of caveman talk, talking like a toddler, or so on).** Tell students you will teach them a trick for organizing your notes later.

W = Write – we will use our notes to help us write and say more.

Emphasize that a good way to remember POW is to remember that it **gives them POWer for everything they write.**

Practice POW; Practice reviewing what each letter in POW stands for and why it is important (good writers use it often, for many things they write). Help as needed.

Options for practice – have students:

1. *Write out POW on scratch paper and say what each letter means.*
2. *Quiz each other in partners or small groups.*
3. *Respond chorally to the teacher*
4. *Use flashcards to quiz each other*

___**III**. **Discuss Opinion Essays -** Asks students if they know what the word "opinion" means, and discuss this (it is what you believe, or what you think about something; can discuss the difference between a fact and an opinion if desired). Tell them that the second trick they are going to learn is one that helps them write a paper that tells the reader what they believe or what they think about something. "A paper that tells the reader what you believe is called an opinion essay. When you write an opinion essay, you are trying to make your reader agree with you." **Also, good opinion essays are fun for you to write and fun for others to read, make sense, and can convince the reader to agree with you.**

A. Ask students if they have heard the word persuade and what they think it means. Explain that when we write an opinion essay, we are trying to persuade our reader to agree with us. (Example of persuasion: advertisements)

Discuss:

- **i.** What it means to persuade
- **ii.** Times you might want to persuade someone (e.g., persuade your mom to let you have some ice cream)
- **iii.** Times you might want to write an essay to persuade someone.

B. **A powerful opinion essay has a good beginning that gets the reader's attention and tells the reader what you believe, gives the reader at least three reasons why you believe it, gives explanations for each reason, and has a good ending sentence. A good opinion essay is also fun for you to write and fun to read.** Remember, you want to try to convince the reader to agree with you! Review these aspects of good opinion essays quickly with them. **(You will be practicing this with them, so just be sure they have the idea here).**

C. We will learn a trick for remembering the parts of a powerful opinion essay. This trick is called TREE, and is the trick we will use to help us organize our notes.

_____**IV**. **Introduce TREE**

A. Point out TREE on their charts (in student folder).

B. Emphasize: TREE is a trick good writers use for organizing their notes to write powerful opinion essays.

C. Go over parts of TREE ("*Let's look at the parts of writing an opinion essay to persuade your reader to agree with you."*) Go over each part of TREE and how it relates to a living tree.

i. T = Topic sentence – tells the reader what you believe. The topic sentence is like the trunk – it is strong and every part of the tree is connected to it. When you write an opinion essay, your topic sentence should **catch the reader's attention** and **tell the reader what you believe**!

ii. R = Reasons – 3 or more – tell the reader why you believe what you believe. The reasons are like the branches of the tree. They grow off from the trunk. The more powerful the branches (or reasons), the stronger the tree will be. ***To think of powerful reasons, we have to think of our reader. What reasons will convince the reader?***

iii. E = Explain – Explain each reason. Say more about each reason to be very clear to the reader and to help persuade the reader to agree with you. Good explanations make the branches of the tree stronger with leaves - just like they make your arguments stronger.

iv. E = Ending – Wrap it up right! A good ending is like the roots of the tree. A good ending brings everything together and reminds the reader of all your reasons– it helps make a strong essay, like strong roots make a strong tree.

D. Practice TREE; Practice reviewing what each letter in TREE stands for and why it is important. Help as needed.

Options for practice – have students:

1. *Write TREE on scratch paper and say what each letter means.*
2. *Quiz each other in partners or small groups.*
3. *Respond chorally to the teacher*
4. *Use flashcards to quiz each other*

_____**V**. **Find TREE in an Essay and Teacher Models Making Notes on Graphic Organizer**

A. Tell students you will read and help them examine an opinion essay. While you are reading, they will look to see if the writer used all of the parts. Remind students of the

parts: Topic sentence = catch the reader's attention and tell what I believe; Reasons = 3 or

more, why I believe this; Explain = say more about each reason; Ending = Wrap it up right. (*Keep the TREE chart where students can see it.*)

B. Introduce the TREE graphic organizer. Put graphic organizer on board or chart. You will show students how to make notes for each part of TREE on the organizer. Explain this is how writers plan before writing an essay.

C. Give students a copy of the opinion essay for this lesson. Ask students to read along silently while you read the paper out loud.

i. Have students identify the **topic sentence**. Does it catch your attention? Does it tell what the writer believes? Write notes for the topic sentence in the graphic organizer on the board or chart, having students help you. Explain you need just a few words for notes.

ii. Have students identify the **reasons**. **Number** each reason as you make notes on the graphic organizer. Students can suggest how you would write the notes. Emphasize that notes are not full sentences. Have students identify the **explanation for each reason – where the writer says more about each reason. Do the explanations make the reasons stronger?**

iii. Introduce **linking words** –words writers use to show that a new reason is being given. ***Linking words can be a single word or a group of words.*** Every reason should have a linking word to make it clear to the reader that this is a reason. Go over the chart of linking words (in student folder) and have students find linking words in the essay. ***You can add additional words to this list over time! Explain to students that it is not ok to use only: first, second, and third in your linking words (i.e., my first reason, second, my third reason, etc.) because this is boring and not fun to read for the reader. (CCSS does not want to see only these words being used, but one of them can be used, such as: My major reason, my second reason, my final reason, etc.)***

iv. Have students identify the **ending**. Does it wrap it up right? Does it bring together and summarize all of the reasons?

Options for checking for understanding parts

Have students underline or circle parts as you find them.
Have students point parts out to a neighbor or partner
Have students respond orally
Closely monitor students who struggle with writing

_____VI. Practice POW and TREE mnemonics (*if time permits*)

You can have students:

1. *Write out POW and TREE on scratch paper.*
2. *Quiz each other in partners or small groups.*
3. *Respond chorally to the teacher*
4. *Use flashcards to quiz each other*

_____VII. Lesson Wrap Up

A. Announce test next session! Tell students they will not be graded (no grade!). They will tell what POW and TREE mean from memory.

B. Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass folders out for the next lesson.

C. Determine if some of your students, the struggling writers, need a little more help with this lesson, and plan for this as possible

Lesson 1

I strongly believe that students should not have assigned seats in school, and I will tell you why. One reason why kids should not have assigned seats is because they may have a hard time seeing what is going on in the class. They may not be able to see the board if the teacher has them sit in the back of the classroom. When kids pick their own seats, they are able to pick a spot in the class where they can make sure to see what is happening. Another reason kids should choose their own seats is so they can sit by other kids they feel comfortable around. If kids are not comfortable, they may not feel like participating in class. Finally, students can make sure to avoid sitting next to people who distract them. Kids can pay attention better without distractions. Now you know what I believe. Kids should not have assigned seats so that they can see what's going on in class, feel comfortable, and avoid distractions.

POW + TREE: *LESSON # 2*

Purpose: Develop Background Knowledge, Discuss It

Objectives: Review and practice POW and TREE; identification of opinion essay elements in essay example

Materials:

- Example essay (get paid for going to school)
- TREE graphic organizer
- Flash cards (*if desired*)
- Pencils
- Scratch paper
- Student folder

____ I. Test POW and TREE

A. Ask students to write out the name of the **trick that can be used for all kinds of writing – POW –** on scratch paper.

B. Ask students what each letter stands for, and why it is important for any kind of writing.

C. Remind students that **O** needs a trick for organizing notes. Ask the students what the trick is for organizing notes for writing an opinion essay. Ask students to **write out the opinion essay writing reminder/trick** on their scratch paper. Students should write: **TREE**. If students have trouble, be supportive and prompt as needed.

D. Ask students what each letter of TREE stands for and why it is important. ***IT IS ESSENTIAL THAT STUDENTS MEMORIZE THE TRICKS/REMINDERS OVER THE NEXT FEW LESSONS.***

Options for practice – have students:

1. *Write out POW and TREE on scratch paper and state what each letter means.*
2. *Quiz each other in partners or small groups.*
3. *Respond chorally to the teacher.*
4. *Use flashcards to quiz each other.*

E. Tell students they will have a non-graded test each day to make sure they remember POW and TREE.

_____II. Find TREE in another Essay and Teacher Models Making Notes on Graphic Organizer. Remind students that good opinion essays are fun for you to write and for others to read, make sense, and can convince the reader to agree with you.

A. Tell students you will read and examine another opinion essay. While reading, you will look to see if the writer included all of the parts. Remind students of the parts: Topic sentence = what I believe; Reasons = 3 or more, why I believe; Explain = say more about each reason; Ending = Wrap it up right. (Leave out the TREE chart where students can see it; get out a graphic organizer.)

B. Remind students that you will use the TREE graphic organizer to write the parts in note form. Put graphic organizer on board or use chart. Make sure you **number the reasons** as you are doing this.

C. Give students a copy of the opinion essay (getting paid for going to school). Ask students to read along silently while you read the paper out loud.

i. Have students identify the **topic sentence**. Does it catch your attention? Does it tell what the writer believes? Write notes for the topic sentence in the graphic organizer on the board or chart, having students help you. Explain you need just a few words for notes.

ii. Have students identify the **reasons**. **Number** each reason as you make notes on the graphic organizer. Students can suggest how you would write the notes. Emphasize that notes are not full sentences. Have students identify the **explanation for each reason – where the writer says more about each reason. Do the explanations make the reasons stronger?** ***To think of powerful reasons, we have to think of our reader. Will these reasons convince the reader?***

iii. Review **linking words** –words writers use to show that a new reason is being given. Every reason should have a linking word to make it clear to the reader that this is a reason. Remind students that it is not fun to read and essay that only uses first, second, and third. Go over the chart of linking words and have students find linking words in the essay and add new words to their charts. ***You can keep adding additional linking words to this list over time!***

iv. Have students identify the **ending**. Does it wrap it up right? Does it bring together and summarize all of the reasons?

Options for checking for understanding parts – have students:

1. *Underline or circle parts*
2. *Point parts out to a partner*
3. *Respond orally*

____ III. Lesson Wrap Up

A. Announce test next session! Tell students they will not be graded (no grade!). They will come and state POW and TREE and tell what they mean from memory.

B. Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect the folders. Tell the students you will pass the folders out for the next lesson.

Determine if some of your students, the struggling writers, need a little more help with this lesson, and plan for this as possible. Identify students who understand all of these concepts well and begin to think about adding goals for their writing to push them further, such as working on effective vocabulary, sentence combining to create more complex sentences, writing more to support their reasons, and so on. Use your curriculum to help establish additional goals for your more competent writers.

Listen up! Kids should get paid for going to school. My first reason is that they'll do their work better because if kids don't get paid, they might not get their work done. Another reason is that kids work hard to learn. If kids really work hard to learn, they've earned cash. My last reason is that if kids are paid to go to school they can use the money to buy things that will help them learn better. They can buy pencils, paper, crayons, books, calculators and even more. This will be great for teachers too because they won't have to buy kids supplies like they do now. Now you know why kids need to be paid to go to school. They will work better, they deserve cash for hard work, and they can buy materials to help them learn.

POW + TREE, Revise a Poor Essay: *LESSON # 3*

Purpose: Develop Background Knowledge, Discuss It; Revise essay so that: there is a good opening, the reasons make sense, good linking words are used, and the ending sums it up right.

Objectives: Review and practice POW, writing to persuade, TREE; identify elements in essay example; recognize reasons that make sense; recognize that this ending does not sum up all of the reasons

Materials:

- Example essay (chew gum)
- TREE graphic organizer
- Flash cards (*if desired*)
- Pencils
- Scratch paper
- Student folders

____ I. Test POW and TREE

Test to see if students remember **POW** and **TREE,** however you wish, but make sure each student is getting them. You might have students test each other or have students spend time practicing the parts out loud. Tell students you will test them on it each day to make sure they have it. Be sure students remember that **TREE** is the trick for **O.**

_____II. Find TREE in an Essay, Find Poor Parts, Make Notes on Graphic Organizer

A. Tell students you will read and examine another opinion essay. While reading, you will look to see if the writer included all of the parts. You will also be looking to see if the reasons make sense. Remind students of the parts: Topic sentence = tell what I believe; Reasons = 3 or more; Explain = Say more about each reason; Ending = Wrap it up right. (Leave out the TREE chart where students can see it.) Remind students that **good opinion essays are fun for you to write and for others to read, make sense, and can convince the reader to agree with you.**

B. Remind students that you will use the TREE graphic organizer to write the parts in note form. Put graphic organizer on board or use chart. Make sure you **number the reasons** before you add linking words.

C. Give students a copy of the essay paper (chewing gum). Ask students to read along silently while you read the paper out loud.

1. Have students identify the topic sentence. Does it catch your attention? Does it tell what the writer believes? Write notes for the topic sentence in the graphic organizer. ***Emphasize*: notes are not complete sentences.**

a. Discuss a variety of ways to catch readers attention (exclamation, question, fact, anecdote)

2. Have students identify the reasons. Number each reason as you make notes on the graphic organizer. Have students identify the explanation for each reason.

3. Ask students if the reasons and the explanations make sense AND ARE THEY REASONS AND EXPLANATIONS THAT WILL CONVINCE THE READER. Emphasize how important it is to *think about your reader* when you decide on your reasons. Who might be the reader for this essay? Your parents? Your teacher? Would these reasons convince them to agree with you? If the reason or explanation makes sense, make notes in the graphic organizer. If the reasons or explanations do not make sense, ask the students for different reasons or explanations you can write that make sense. *Make notes for these better reasons and explanations in the graphic organizer (OR make notes for the bad ones and make changes to them).* Emphasize that in order to persuade a reader, the reasons need to make sense and need to be powerful to try to convince the reader to agree with you.

4. Review linking words –words writers use to show that a reason is being given. Use linking word chart. Find linking words in this essay, fix them if they do not make sense!

5. Have students identify the ending sentence. Does it make sense? Does is sum up all of the reasons? ***Make notes for a better ending sentence.***

____ III. Write a new essay together (on the board or on a chart) from the notes you have made! Does it make sense? Will the reasons convince your readers? Is it a better essay? Does the ending wrap it up right?

_____ IV. Lesson Wrap Up

A. Announce test next session! Tell students they will not be graded (no grade!). They will come and write out POW and TREE and tell what they mean from memory.

B. Give each student their own folder. Ask the students to put the materials from the lesson in their folders. Collect folders. Tell the students you will pass the folders out for the next lesson.

C. Continue to work with students who need extra support and students who may need additional, more challenging goals.

Lesson 3

I believe students should be allowed to chew gum in class. First, children can show they are responsible with their gum by sticking chewed gum under their desk. Third, the classroom would be quieter because students would be chewing gum instead of talking to each other. Finally, chewing gum can help some kids focus more in class. Blowing bubbles helps them focus. These are the reasons why I think students should be allowed to chew gum in class.

POW +TREE: *LESSON # 4*

This lesson may take more than one class session to complete. REPEAT THIS LESSON IF YOU FEEL YOUR STUDENTS, OR A GROUP OF YOUR STUDENTS, ARE NOT READY FOR THE NEXT LESSON YET. YOU CAN MAKE UP A PROMPT FOR YOUR CLASS, BUT PLEASE MAKE SURE IT IS NOT A TESTING PROMPT.

Purpose: Model It; Record **Self-Statements**

Objectives: review POW and TREE; model; develop self-instructions

Materials:

- Example essays (pick own movies, for school uniforms, bike path)
- TREE graphic organizer
- Flash cards (*if desired*)
- Pencils
- Colored pencils
- Lined paper
- Scratch paper
- Student folders

_____I. Test POW and TREE

Test to see if the students remember **POW** and **TREE.** Have students spend some time practicing as needed. Tell students you will test them on it each day to make sure they have it. Be sure students remember that **TREE** is the trick for **O.**

_____II. Find TREE in 1-2 More Essays; Think of More or Better Reasons; Teacher Models Making Notes on Graphic Organizer

NOTE: ONE PARAGRAPH AND TWO PARAGRAPH MODEL ESSAYS ARE AT THE END OF THE LESSON PLANS. USE BOTH OR SELECT THE ONE MOST APPROPRIATE FOR YOUR STUDENTS. If you have some students in your class who are ready to write two or more paragraphs, you can use the two paragraph essay with that group of students.

Put out graphic organizer and student folders. Go through one or two more opinion essay examples (pick movies, for school uniforms) and have students identify the parts: opening that catches the reader's attention and tells what the writer believes, at least three reasons, explanations for each reason, and an ending sentence that sums it up right.

Be sure to model writing in note form on the graphic organizer for at least for the first essay. Do again with the second essay for students who need to practice this further. Find **linking words and think of other ones**.

Ask students if they can think of more or better reasons! Record the reasons on the graphic organizer.

____ III. Model Using Self-Statements for "P" in POW. Tell students that today they will help you write a good opinion essay.

A. Using the TREE graphic organizer, state something like, "Remember the first letter in POW is P – *pick my idea*. Today we are going to practice how to write an opinion essay. To do this, we have to be creative and think free."

B. Explain to the students that the things you say to yourself out loud and in your head help you get through the writing process. For example, "I might think in my head, what is it I have to do? I have to write to persuade. A good opinion essay makes sense, has all the parts, and needs to be powerful to try to convince the reader to agree with me."

C. Write this prompt on the board:

PROMPT: Write an essay persuading your classmates that your favorite game is the best one to play at recess

Model things you might say to yourself when you want to think of a good idea. *For example,* "I have to let my mind be free." "Take my time. A good idea will come to me." "Think of new, fun ideas." You can also start with a negative statement and model how a coping statement can help you get back on track. *For example,* "I can't think of anything to write! Ok, if I just take my time, a good idea will come to me." Students can help you.

D. Look at self-statement sheets in student folders. If useful, ask students what they think in their head when they have to pick an idea to write about – do the things you think in your head help you or get in your way? Have students record 1-2 things they can say to help them think of good ideas on their self-statement sheet. We want to use self-statements that help us! If students have trouble, help them create their own statements or let them "borrow" one of yours until they can come up with their own.

____ IV. Discuss Using "O" in POW, Model Making Notes Using TREE

A. The second letter in POW is O –*organize my notes*. You are going to write an opinion essay today and you know there is a trick for O. Ask students to tell you the trick -- **TREE**.

B. Show students a blank graphic organizer on the board or a chart. State, "**I will use this page to make and organize my notes. You can help me." Tell students they will do this too next time they write an opinion essay.**

C. Briefly review the parts of TREE in the graphic organizer. Review your writing goals: To write a good opinion essay. **Remind students that powerful opinion essays get the reader's attention and tell readers what you believe, give at least three**

reasons why you believe that, give explanations for each reason, use good linking words, and have a ending sentence that brings it all together. Also, good opinion essays are fun for you to write and for others to read, make sense, and can convince the reader to agree with you.

D. Explain that you can now do the O in POW – Organize my Notes. State, "This helps me plan my paper. I can write down ideas for each part. I can write ideas down in different parts of this page as I think of ideas."

E. ***Model making notes using TREE graphic organizer. Students can help you throughout the next steps. Below is an example of modeling for TREE. Use problem definition (such as, "what is it I have to do here – write a powerful opinion essay," or "I know what to do, I need to use TREE"), self-evaluation, planning with TREE, coping, and self-reinforcement statements as you work on making notes.***

i. First, what do I believe - what do I want to tell the reader I believe?" (*Talk out loud and fill in notes for* ***Topic Sentence***). **How can I catch the reader's attention with my opening?** Generate notes for a good opening with your students.

ii. **Second** state, "Good! I like this idea! Now I need to figure out at least ***3 reasons***. **Let my mind be free, think of good ideas**." (*Talk out loud and write notes for at least 3 reasons, not in full sentence; students can help you come up with these reasons.* ***Use coping statements at least twice***). ***Be sure to number your reasons in the order you want to use them after you have your notes made. Discuss with the students what order would be most effective or logical for the reader.***

iii. Third, state, "I need to remember my trick, TREE. The next step in TREE is to make notes to ***explain each of my reasons*** ***(it is fine if this is also done in the previous step while reasons are brainstormed)***. Think out loud and makes notes for explanations; students can help you.

iv. Fourth, state, **"**What do I need to do next? I need to wrap it up right" (*Talk out loud and write notes for the* ***ending sentence***). Make sure that your ending wraps it up right and sums up your reasons.

v. After generating notes for all the parts state, "Now I can **look back at my notes and *see if I can add more notes* for my paper." Students can help you. Model adding more notes (e.g., an extra reason or explanation, or having a reason make more sense). Use coping statements.**

vi. Finally, model adding the *linking words*; state, "I can also decide on good linking words I want to use for each reason." Students can help. Write them on the graphic organizer.

vii. Finally, model **checking TREE to make sure you have done all of the steps.**

_____V. Model writing your opinion essay using POW and TREE

A. Keep the POW and TREE chart out or write on board.

B. State, "Now I can do W in POW – *Write and say more*. I can write an opinion essay and think of more good ideas.

C. Model the entire process of writing an opinion essay using the practice prompt. Print clearly on the board or chart so students can follow along.

D. Talk yourself through writing the paper, using multiple types of self-statements as you did for making notes. **The students can help throughout writing the paper.** You might start by stating, "How shall I start? I need to tell the reader what I believe. I need a good topic sentence." Then pause and think your opening sentence out. Write out the sentence. Model using your notes to write out your reasons and explanations. Continue writing the essay until you are finished. At least 2 times ask, "Does my essay make sense? Do I have all my parts? Will the reader be persuaded by my reasons?" Use coping statements. ***Add or change at least one reason or explanation as you work, reminding students that W is for write and say more. You need to keep thinking about your reader while your write, and make changes as needed.***

E. Model writing the ending sentence and examining the paper for all of its parts. When the paper is finished, use a self-reinforcement statement something like, "Good work. I'm done. It'll be fun to share my opinion essay with my readers and see if I can persuade them.'

____VI. Self-Statements for TREE

A. Ask students to add to their self-statements lists. Ask the students if they can remember: 1) the things you said to yourself to get started making notes and writing? 2) things you said while you worked on notes or writing (try to get some creativity statements, coping statements, statements about remembering the parts, and self-evaluation statements) 3) things you said to yourself when you finished making notes or writing. Remind students that their self-statements should be in their own words. Make sure the students adds these to their list:

i. 1-2 statements to say to **get started.** *For example,* **"What is it I have to do? I have to write an opinion essay using TREE."** - *In the students' own words.*

ii. 1-2 statements to say **while you work**: self-evaluation, coping, self reinforcement, and any others the students like. *In the students' own words.*

iii. 1-2 statements to say **when you're finished** such as "This is great! My readers will be persuaded." *In the students' own words.*

B. Tell students that we don't always have to state these things out loud. Once we learn them we can think these things in our heads, whisper it to ourselves, or read it on our lists.

____VII. Introduce Graphing Sheet/Graph the Paper

A. Draw a graphing rocket on the board or use a rocket chart; if you start a rocket chart now you will continue to use it in later lessons.

B. Ask students if the paper had all the parts. Review the topic sentence, the three or more reasons, explanations, and the ending sentence. **Count up the parts: a good opinion essay has at least 8 parts.** Show the students how each square on the rocket gets colored in is for each part that was written. Also, color a star for each reason if there are more than 3 reasons in the essay or for each good linking word that was used in the essay.

- Color in one square for each part of TREE in the essay
  - If more than 8 parts, students blast rocket by coloring all the flames and rocket ship.
  - Have students write number of parts above the rocket.
  - Have students write the date under the rocket.
- Color in one star for each linking word used.

C. When you color in all of the parts, tell students they have blasted off their rocket and their goal is to be able to blast off their rocket every time they write opinion essays.

_____VIII. Lesson wrap-up

A. Announce test next session! Tell the students they will not be graded (no grade!). They will tell what POW and TREE mean from memory.
B. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.
C. Continue to work with students who need extra support and students who need additional, more challenging goals.

Should young children choose their own movies to watch? Are you kidding? Little kids should never choose their own movies. There are so many reasons. First, little children might pick movies they don't know are scary or sad. They might watch a movie that really scares them, and then have nightmares. Their parents would never let them watch that movie! Next, some movies model poor behavior that we don't want little kids to see. They might watch a movie that shows people kicking and fighting. Then they might think kicking and fighting are ok, but it is not ok to kick and fight. Finally, there are many good movies for little kids, but many little kids won't know what they are. Parents know more about movies, and can pick ones that help their children learn and that are fun. Letting young children pick their own movies is a bad idea all around, because they might watch something sad or scary, see bad behavior, or miss really good movies.

Let me tell you why I love my school uniform. I know a lot of people fight against requiring school uniforms, because that happened at my school. We have school uniforms now, and I think it was the best choice ever. I have three reasons for supporting school uniforms that I want to share with you, and I think that when you think it over carefully, you will agree with me. For me, one of the major reasons I love my school uniform is that I don't have to think about what to wear in the morning. I am not a good morning person, and I always hated trying to pick my clothes out the night before. Now, I get up in the morning and I know exactly what I am going to wear!

Second, in my school wearing uniforms has clearly resulted in less bullying. There are students who harass other students just because they don't have the latest styles. Because we are all wearing our school uniforms, that just can't happen. Finally, I know that my parents really appreciate our school uniforms because they have saved money. My mom even said that we could afford a new video game this fall because we didn't spend so much money on new clothes for school. It is clear to me that requiring school uniforms is the right choice, because it makes life easier for students, stops bullying based on what students are wearing, and saves money.

Everyone in our community would be better off if we built a new bike path. I am sure that when you hear my reasons, you will agree with me. One important reason is because when children and adults spend more time riding bikes, they will be healthier. Riding bikes is good exercise, and being outdoors is good for your health too. My next reason is that a pretty bike path will attract more people to our town. If more people come to our town they will spend money while they are here, and this will be good for our community. In addition, when people are out riding their bikes they meet more people and get to know them. When more people get to know each other, we will have a stronger community. Finally, building a new bike path will help us save some of the green space in our community. If we don't work to save our green space, our community will get too crowded and we won't have trees and birds. Let's build a wonderful new bike path so that we can get healthier, bring more people to our town, and build a stronger community. It is clearly the right thing to do!

POW +TREE: *LESSON # 5*

This lesson may take more than one class session to complete.

Purpose: Support It: Review POW & TREE, Self-Instructions, Collaborative Writing

Objectives: Review and practice POW, TREE; identification of parts in example papers; reinforce transfer and write collaboratively

Materials:

- Example essays (against school uniforms)
- TREE graphic organizers
- Flash cards (*if desired*)
- Pencils
- Colored pencils
- Scratch paper
- Lined paper
- Student folders

_____I. Test POW and TREE, Prepare to Wean Off Graphic Organizer

Test to see if the students remember **POW** and **TREE.** Be sure students remember that **TREE** is the trick for **O.**

To prepare the students for weaning them off the graphic organizer in future lessons, ask the students to write the mnemonics on scratch paper, but with POW across the top of the page and TREE down the left-hand side of the sheet. Demonstrate on the board.

IF NEEDED, have students pair off and test each other.

_____II. Find TREE in 1-2 More Essays (*IF NEEDED, SKIP IF NOT OR USE WITH INDIVIDUAL STUDENTS OR SMALL GROUPS AS NEEDED*)

A TWO PARAGRAPH MODEL ESSAY IS ATTACHED. If you have some students in your class who are ready to write two or more paragraphs, you can use the two paragraph essay with that group of students.

If you used for school uniforms in the last lesson, and use against school uniforms in this lesson, you might take time to discuss with your class how people can write powerful opinion essays for different sides of the same issue!

Pass out student folders. Put out TREE reminder chart, graphic organizer, and linking word chart. Go through one or two more examples and have students verbally identify the parts – a good opening that gets the reader's attention and tells what the writer believes, at least three reasons, explanations, and a good ending sentence.

Model making notes if necessary. Find linking and discuss alternative linking words. **For each of these papers, ask the student if they can think of more or better reasons! Number and write the reasons on the graphic organizer. Ask the students what linking words could be used with the additional reasons. BE SURE TO EXAMINE PARTS! Are they all there?**

____ IV. Group Collaborative Writing, Teacher Leads

A. Pass out student folders, if not already out. Ask students to get out their TREE reminder chart, **linking word chart (remember, students can add to this list across lessons),** and self-statements list. Put graphic organizer on board with POW across the top and TREE down the left side.

B. Write this prompt on the board: ***Write an essay convincing your classmates that saving the environment is important.***

C. Let students lead the writing process as much as possible. Help students as needed. This is a collaborative process, together you will write a group essay.

D. How do we start? The first letter in POW is P – *Pick my idea.* Refer students to their self-statements to get started. This is along the same line as **"What is it I have to do? I have to write an opinion essay using TREE."** Decide as a group what you believe.

E. What do we do next? The second letter in POW is O – *Organize my notes.* We will use TREE to help us organize and plan our paper. Remind students TREE is the trick for O. State, "We will use this organizer on the board to make and organize our notes."

F. Review your goals for writing an opinion essay with the students. Powerful opinion essays get the reader's attention and tell the reader what you believe, give at least three good reasons why, give explanations for each reason, use linking words, and have a good ending sentence. Also, good opinion essays are fun to write, fun for others to read, make sense, and may convince the reader to agree with you.

G. After students have generated notes for all of the essay parts, look back at the notes and see if you can add more parts (e.g., more reasons, better explanations). Make sure there are notes for good linking words.

H. With the students, examine the parts of TREE in the notes. *Are they all there?*

I. What do we do next? The last letter in POW is W ---*Write and say more.* Refer students to their self-statements for what to say while they work. State, "What is it I have to do here? I have to write an opinion essay. A good opinion essay has at least 8 parts, uses linking words, and makes sense. It is fun to write and fun to read." Have students suggest sentences for each part of TREE. Write the essay on the board as you go. Revise as your work as appropriate.

____ V. Graph the Essay

A. Draw a graphing rocket on the board or use a chart.

B. Ask students if the essay has at least 8 parts. Review the topic sentence, the three or more reasons, the explanations, and the ending sentence. Show the students how each square on the rocket gets colored for each part that was written. Color the flames of the rocket ship for having more than 8 parts and write the number of parts above the rocket. Also, color one star for each good linking word that was used in the essay.

C. Note that you have colored all of the parts, tell students they have blasted off their rocket, and their goal is to be able to blast their rocket when they write their next opinion essays.

_____VI. Lesson Wrap-Up

a. Announce test next session! Tell the students they will not be graded (no grade!). They will come and write out POW and TREE and tell what they mean from memory.

D. Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect folders. Tell the students you will pass the folders out for the next lesson.

E. Continue to work with students who need extra support and students who need additional, more challenging goals.

School uniforms, do you love them or hate them? You should be against them, and I will tell you why. First of all, I want to be my own person. When I pick out my own clothes I can express my personality and my style. I believe students should have the freedom to choose clothes that express their style. After all, this is a free country. Secondly, I hear a lot of students who wear school uniforms complain that they are not comfortable. I only pick clothes to wear to school that I am comfortable in. When I am comfortable, it is easier for me to learn.

There are more good reasons not to force us to wear school uniforms. My next reason is that making students wear uniforms makes their parents spend more money. Students will still want to pick their own clothes to wear outside of school, so parents will have to buy two wardrobes for their kids. Last of all, when students pick out their own clothes for school, they learn that everyone is different and learn to appreciate those differences. Clothes don't make the person. Choosing our own clothes allows us to express our style, be comfortable in school, saves money, and helps us learn to appreciate our differences.

POW +TREE: *LESSON # 6*

Purpose: Support It. Review POW + TREE, Analyze and Revise Another Poor Essay (if needed), Examine Prior Performance, Compare to Current Writing Performance and Establish Writing Goals

Objectives: Review and practice POW and TREE; discuss pretest essay, compare to current writing and establish goals for writing better essays

Materials:

- Example essay (homework)
- TREE graphic organizer
- Flash cards (*if desired)*
- Pencil
- Colored pencils
- Scratch paper
- Lined paper
- Pretests
- Student folders

_____I. Test POW and TREE

Test to see if the students remember POW and TREE by having them write the mnemonics out on a piece of scratch paper. Remember: to prepare the students for weaning off the graphic organizer, ask students to write POW across the top of the page and TREE down the left-hand side of the sheet. Have students pair off and test each other if needed.

_____II. Find TREE in another poor opinion essay (IF NEEDED: SKIP IF NOT OR USE WITH INDIVIDUAL STUDENTS OR SMALL GROUPS IF NEEDED).

Put out TREE reminder chart, graphic organizer, and linking word chart. Go through essay example (for computer). Have students try to find all of the parts and determine what is missing or what can be better. Make notes in the graphic organizer. Use better linking words, reminding students that it is not fun to read an essay that just uses first, second, and third; and make notes for a better ending sentence. Check to be sure that you have notes for all 8 parts. If you wish and time allows, write the new and more powerful essay out on the board and add it to the rocket graph sheet.

____ III. Establish Prior Performance

A. Say, “Remember the opinion essays you wrote before we learned POW and TREE?” Pass out each student’s pretest.

B. Tell students you don’t expect them to have all the parts in this essay, they hadn’t learned the trick yet! Have students read their paper and see which parts they have. Have students count up the number of parts they have. ***You can have students graph this number on a rocket chart they will use for the next essays they write if you like, or skip this if you prefer.***

C. Briefly discuss with students which parts they have and which they don't. Emphasize that they wrote this essay before learning the “tricks” for writing. Now that they know the “tricks” their writing has already greatly improved. Compare the pretest paper to the collaborative paper and talk about what the students have learned about good writing. If any students are exhibiting frustration or are upset about their pretest essay, encourage them to use a self-statement.

D. Set a goal to continue writing better papers. ***Each opinion essay they write should have at least 8 parts. Remind them that a powerful opinion essay gets the reader’s attention and tells the reader what you believe, gives at least three reasons why, gives an explanation for each reason, uses linking words, and has a good ending sentence. Also, good opinion essays make sense, are fun to write and for others to read, and may convince the reader to agree with you.***

E. Say, “Our goal is to have all 8 parts and ‘better’ parts the next time we write an opinion essay.”

_____IV. Lesson Wrap-Up

A. Remind students they will come and write out POW and TREE and tell what they mean from memory again next lesson.

B. Give each student their own folder. Ask students to put their materials from the lesson in the folders. Collect folders. Tell students you will pass folders out for the next lesson.

C. Continue to work with students who need extra support and students who need additional, more challenging goals. Check to be sure all students including struggling writers have memorized POW + TREE by now. If some have not, provide extra practice.

D. ***BEGIN DISCUSSING WITH STUDENTS HOW THEY CAN USE POW + TREE AT OTHER TIMES THAN IN CLASS. WHO MIGHT THEY WANT TO WRITE TO AND TRY TO CONVINCE THEM ABOUT SOMETHING? COULD YOU USE THIS FOR WRITING FOR THE SCHOOL PAPER? TO YOUR PARENTS? AS APPROPRIATE, DISCUSS HOW STUDENTS CAN USE POW + TREE WHEN THEY TAKE A WRITING TEST THAT ASKS THEM TO WRITE AN OPINION ESSAY (RELATE TO YOUR STATE OR SCHOOL TESTING).***

I think that kids should not have homework. First, I think that kids should have free time afterschool to watch TV. A second reason for no homework is teachers won't have to grade it. My third reason is that homework stresses parents and kids out. So if you ask me, kids should not have homework.

POW +TREE: LESSON #7

Note to teachers: This lesson will take more than one class session to complete. This lesson is repeated, using new prompts, as needed until students are able to write independently. If students attempt to write alone (or any other step) and have difficulty, back up and repeat this lesson or parts of it as needed - with the whole class, small groups, or individual students. Use peer supports as helpful. If you are preparing your students to take a timed test where they write a persuasive/opinion essay, you will need to:

a) Practice POW+TREE within the time allowed on the test.

Purpose: Collaborative Writing, students lead; release of control until students reach Independent Performance.

Objectives: Review POW+TREE, collaborative writing with less teacher support until students are able to write.

Materials:

- Flash cards (*if desired)*
- Pencil
- Colored pencils
- Scratch paper
- Lined paper
- Student folders

Teacher Decisions that Need to be Made Ahead Each Time This Lesson is Taught:

1. How much guidance and support do I need to provide?

2. How much guidance and support do I need to provide with planning? Try letting students plan alone using this or the next source text, and then go over their plans together and see who needs more help.

3. How much guidance and support do I need to provide with writing the essay? You can let students start writing alone, and then help as needed, or you can write collaboratively with students leading the first time, and move toward greater independence the next time.

_____II. Collaborative Writing, Wean off Teacher

A. Pass out student folders, if not already out. ***If needed,*** ask students to get out their POW+TREE chart, **linking words chart (remember, students can add to this list across lessons),** and self-statements list. ***The goal is to wean off use of these.***

B. Write this prompt on the board:
PROMPT: Write an essay convincing your *parents* that kids should pick their own bedtimes

Additional prompts:
PROMPT: Write an essay convincing your *parents* about the best place to go on vacation

PROMPT: Write an essay convincing your classmates that working as a team is important

Remind students: **I might agree or disagree with this, but my job is to show what I know and write a really good persuasive essay.**

C. Let students lead the writing process as much as possible. Help as little as possible, but do help when needed. **As needed, review the goals for writing an opinion essay** with the students. See if students can give you all of these, help as needed: Powerful opinion essays get the reader's attention and tell the reader what you believe, give at least three good reasons why, give explanations for each reason, use linking words, and have a good ending sentence. **We can easily give more than 3 reasons and we can give more and better explanations.** Also, good opinion essays are fun to write, fun for others to read, make sense, and may convince the reader to agree with you.

D. Make sure students use all steps of POW+TREE, but allow students to lead (or work independently when ready) and help as needed. ***Throughout TREE, encourage students to use, or help you use, self-statements as appropriate.*** *Remind students that* ***PEOPLE WHO SCORE WRITING TO PERSUADE TESTS WILL LOOK TO***
Students should then compose the full essay from their notes.

_____III. Graph This Essay and Wrap Up

A. Have students graph each essay (written collaboratively or alone) using a rocket sheet. Discuss with students how reading an informational text has helped you all write a good persuasive essay together. Tell students that soon they will do this on their own. As appropriate, prepare for and discuss timed testing.

_____IV. Wrap-Up

A. Tell students that next time they will try to write out the mnemonic (like above) and tell what it means.

B. Give each student their own folder. Ask students to put their materials from the lesson in the folders. Collect folders. Tell students you will pass folders out for the next lesson.

C. Continue to work with students who need extra support and students who need additional, more challenging goals. Check to be sure all students including struggling writers have memorized POW + TREE by now. If some have not, provide extra practice.

* Professional Learning Materials – Do NOT use as scripted lessons.

Observer: _____ Teacher: _____

Date: _____ Length: _____

POW + TREE: *LESSON # 1*

____ 1. Introduce POW - a trick good writers use, for many things they write.

____ 2. Go over parts of POW, discuss each.

____ 3. Describe and discuss the concept of notes. Emphasize that a good way to remember POW is to remember that it gives them POWer for everything they write.

____ 4. Practice POW

_____5. Discuss Opinion Essays and what it means to persuade.

____ 6. Discuss writing a powerful opinion essay: gets the reader's attention and tells the reader what you believe, gives the reader at least 3 good reasons why you believe it, gives explanations for each reasons, and has a good ending sentence that sums up your reasons. You want to try to convince the reader to agree with you. A good opinion essay is fun to write and fun to read.

_____ 7. We will learn a trick for remembering the parts when we write an opinion essay; helps us organize our notes. Introduce TREE.

____ 8. Discuss each part of TREE and how it relates to a tree.

____ 9. Practice TREE.

____ 10. Find TREE parts in essay and make notes on graphic organizer.

____ 11. Count up all the parts – a good persuasive essay has at least 8 parts!

_____12. Explain linking words, give out linking word chart. Find linking words in this essay.

____ 13. Lesson Wrap Up –"test" next time

# of steps completed ratio:
# of steps possible

Notes:

Observer: _____ Teacher: _____

Date: _____ Length: _____

POW + TREE: *LESSON # 2*

_____ 1. Test (and practice) POW and TREE. Review aspects of a powerful opinion essay.

_____ 2. Find each part of TREE in model essay. Teacher models making notes on graphic organizer.

_____ 3. Examine and discuss the parts, count and make sure they are all there. A good essay has at least 8 parts.

_____4. Review and find linking words in essay. Add words to individual linking word lists.

_____ 5. Lesson Wrap Up

# of steps completed ratio:
# of steps possible

Notes:

Observer: _____ Teacher: _____

Date: _____ Length: _____

POW + TREE: *LESSON # 3*

_____ 1. Test POW & TREE. Review aspects of a powerful opinion essay.

_____ 2. Find each part of TREE in a poor essay–this essay has reasons that do not make sense or are not very good, poor or missing linking words, and a poor ending. Come up with other or better reasons, linking words, and ending; make notes on graphic organizer.

_____ 3. Rewrite essay together with students help using new reasons, linking words, and ending.

_____ 4. Examine the parts, count and make sure they are all there: 8 parts! (Can be more than 8 if you added extra reasons.)

_____ 5. Review and find linking words.

_____ 6. Lesson Wrap Up

# of steps completed / # of steps possible ratio:

Notes:

Observer: _____ Teacher: _____

Date: _____ Length: _____

POW + TREE: *LESSON # 4*

_____ 1. Test POW & TREE.

_____ 2. Find TREE in 1-2 more essays; Think of other or better reasons; Teacher models making notes on graphic organizer. Students can help. NOTE: ONE AND TWO PARAGRAPH ESSAYS ARE AVAILABLE FOR THIS LESSON. Examine the parts, count and make sure they are all there: 8 or more! Find linking words, discuss alternative linking words, add to list if desired.

_____ 3. Model and discuss using self-statements for "P" in POW.

_____ 4. Discuss using "O" in POW; review TREE graphic organizer for O

_____ 5. Model making notes on graphic organizer for new prompt for all parts of TREE, students may help. Model making sure you have notes for all 8 parts (or more).

_____ 6. Model making notes for linking words.

_____ 7. Model "W" in POW - writing the opinion essay from your notes. Use self-statements (problem definition, planning, self-evaluation, checking for all parts, self-reinforcing, coping and/or being creative). Change or improve at least one reason or explanation as you write.

_____ 8. Students fill in personal self-statement sheets.

_____ 9. Count parts of story and graph this story using rocket. Use star for each linking word and any extra reasons.

_____ 10. Lesson Wrap-Up

# of steps completed / # of steps possible ratio:

Notes:

Observer: _____ **Teacher:** _____

Date: _____ **Length:** _____

POW + TREE: ***LESSON # 5***

_____ 1. Test POW + TREE. Review. Prepare to wean off graphic organizer. Students write mnemonic on scratch paper with POW across top and TREE down the side.

_____ 2. IF NEEDED: Find TREE in 1-2 more essays, Think of other or better reasons and linking words. Teacher models making notes on graphic organizer. Examine the parts, count and make sure they are all there. NOTE: One and two paragraph essays are available for this lesson.

_____ 3. Collaborative writing, teacher leads. Do each step of POW + TREE. Use self-statements. Students do as much as possible.

_____ 4. Count all parts – 8 or more; Graph essay on rocket; star for each linking word and extra reason.

_____ 5. Lesson Wrap Up

# of steps completed ratio:
# of steps possible

Notes:

Observer: _____ Teacher: _____

Date: _____ Length: _____

POW + TREE: *LESSON # 6*

_____ 1. Test POW + TREE. Continue to wean off graphic organizer. Students write mnemonic on scratch paper with POW across top and TREE down the side.

_____ 2. IF NEEDED: Analyze and revise another poor essay. Think of other or better reasons and linking words. Teacher models making notes on graphic organizer. Examine the parts, count and make sure they are all there.

_____ 3. Establish prior performance. (Tell students not to worry if they don't have all parts, lets see how the "tricks" are helping us.) Help students count parts as needed. *Have students graph this number on a rocket chart they will use for the next essays they write.*

_____ 4. Set a goal to continue writing better papers and to have at least 8 parts. Review elements of powerful persuasive essays.

_____ 5. Lesson Wrap Up. *BEGIN DISCUSSING WITH STUDENTS HOW THEY CAN USE POW + TREE AT OTHER TIMES THAN IN CLASS. AS APPROPRIATE, DISCUSS HOW STUDENTS CAN USE POW + TREE WHEN THEY TAKE A WRITING TEST THAT ASKS THEM TO WRITE AN OPINION ESSAY (RELATE TO STATE OR SCHOOL TESTING).*

# of steps completed ratio:
# of steps possible

Notes:

Observer: _____ Teacher: _____

Date: _____ Length: _____

POW +TREE: LESSON #7

Level of support anticipated / Teacher decisions made prior to lesson

- Planning: Group/Supported/Alone
- Writing the essay: Group/Supported/Alone
- Use of folders: Encouraged/Only As Needed/Not Using Folders at All
- Writing Session: Timed/Untimed
- Anticipated Next Lesson: 1. Group/Supported/Alone 2. Timed/Untimed/Post Probe

_____1. Review POW, and/or TREE, if needed

_____2. Begin writing; share prompt. Remind students we may agree or disagree with the position, but our job it to provide good reasons and explanations to write a really good persuasive essay. Use my ideas for reasons. Use format (group/supported/alone) for each aspect above as determined prior to the lesson.

_____3. Start with P: Pick my idea. Identify what assignment requires.

_____4. Go to O: Organize my notes. Write & organize notes using TREE (as O from POW).

_____5. Write your essay and say more (as W from POW)

_____6. Graph This Essay. Count the parts. Color the rocket sheets.

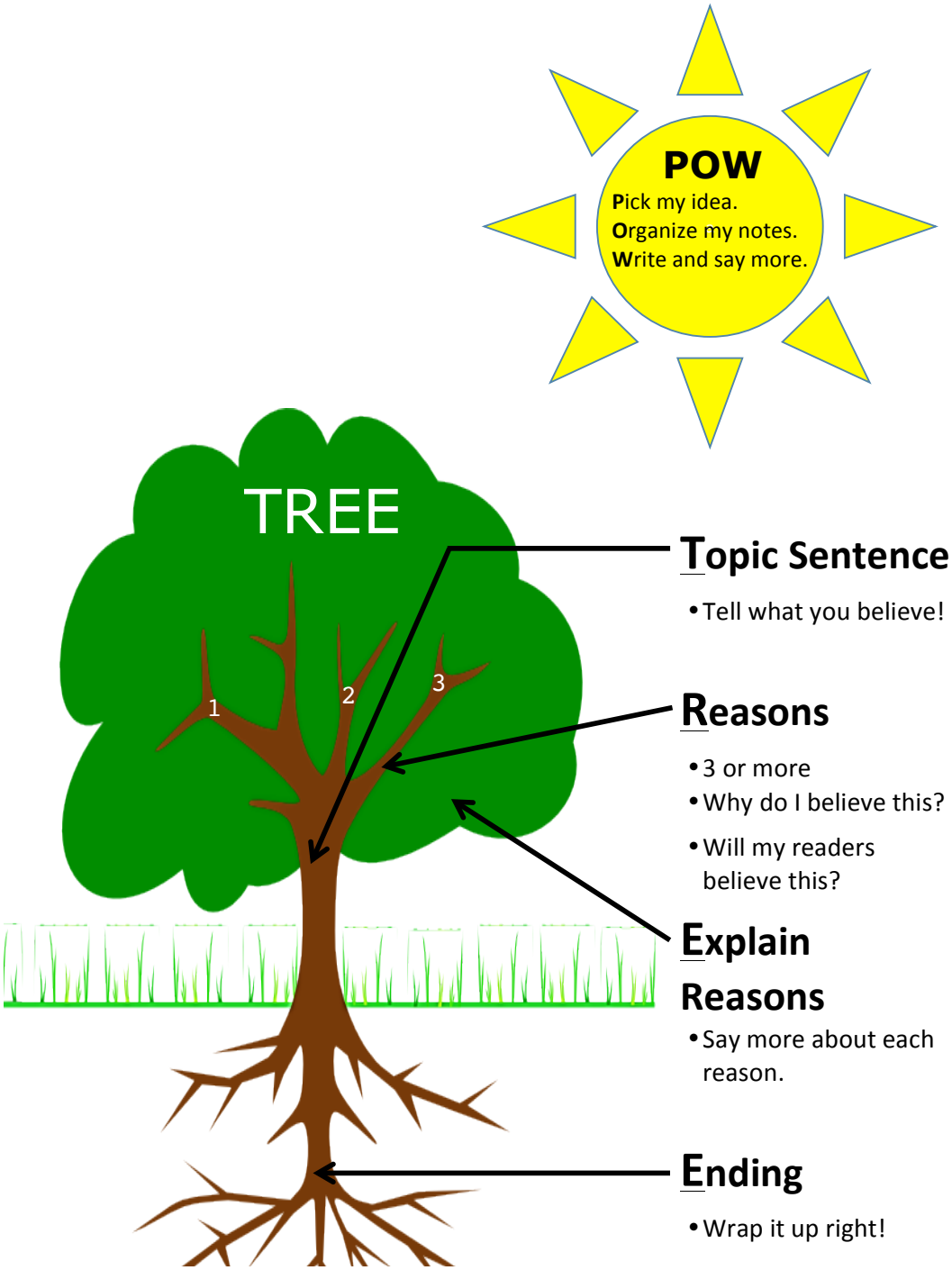
_____7. Wrap Up. Format for next time shared (see Support/Teacher Decisions section above).

_____8. Used Self-Statements (throughout).

_____9. Reminders, as needed: Limit the number of Rs/Es we include to meet time requirements.

# of steps completed / # of steps possible ratio: Notes:

POW+TREE Diagram



Linking Words

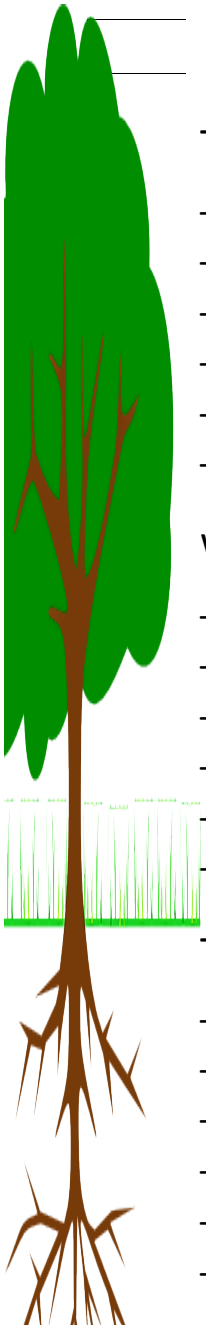
My first reason*
One reason
Another reason
Another important reason
One more reason
An additional reason
A second reason
My third reason
My final reason
Finally
In conclusion
*REMEMBER – DO NOT USE FIRST, SECOND, THIRD ONLY!

Attention Getters

1. Fun Statement
2. Question
3. Exclamation
4. Short story
5. Interesting Fact

Wrap it up Right

- Connect to reader
- Interesting and Engaging
- Restate belief
- Summarize reasons



My Self – Statements

To think of good ideas:

_____

_____

_____

_____

_____

_____

While I work:

_____

_____

_____

_____

_____

_____

To check my work:

_____

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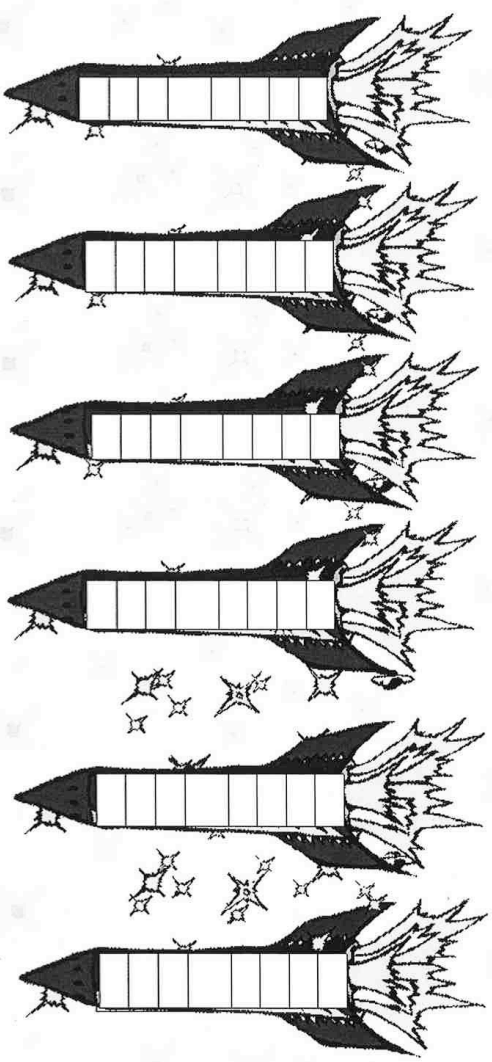
_____

_____

_____

_____

Rockets

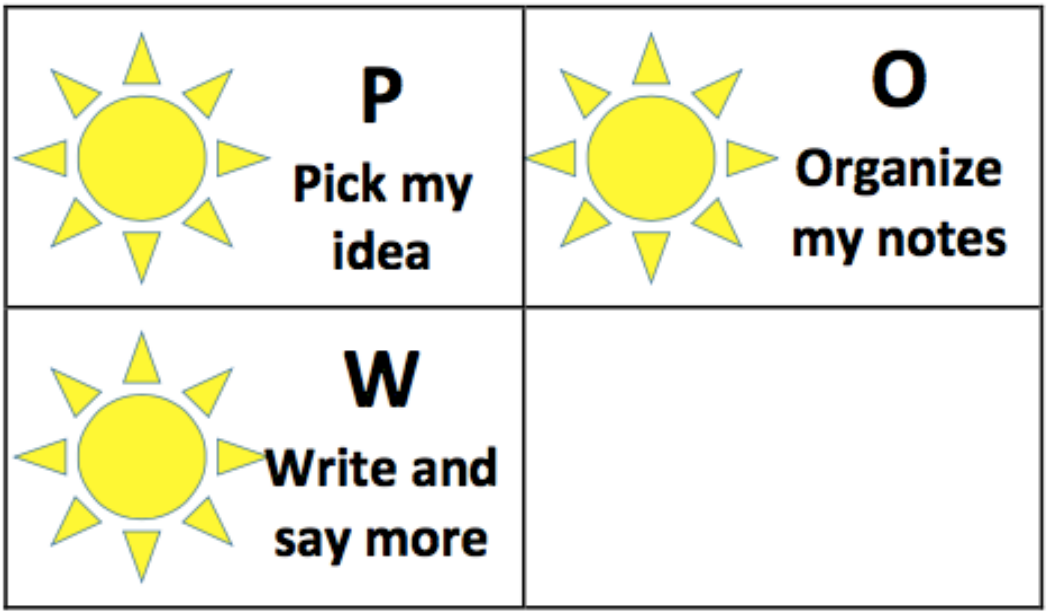


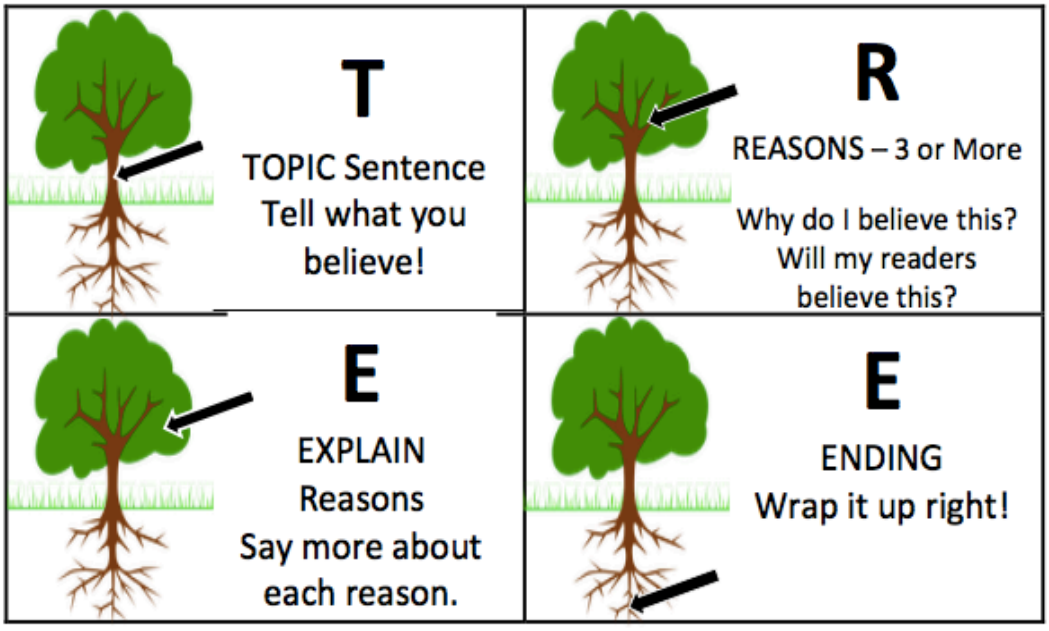
TREE Graphic Organizer

TREE

T	Topic Sentence: Tell what you believe.
R **E**	Reasons – 3 or more. Explain each reason further. Reason: Explanation:
	Reason: Explanation:
	Reason: Explanation:
E	Ending: Wrap it up right.

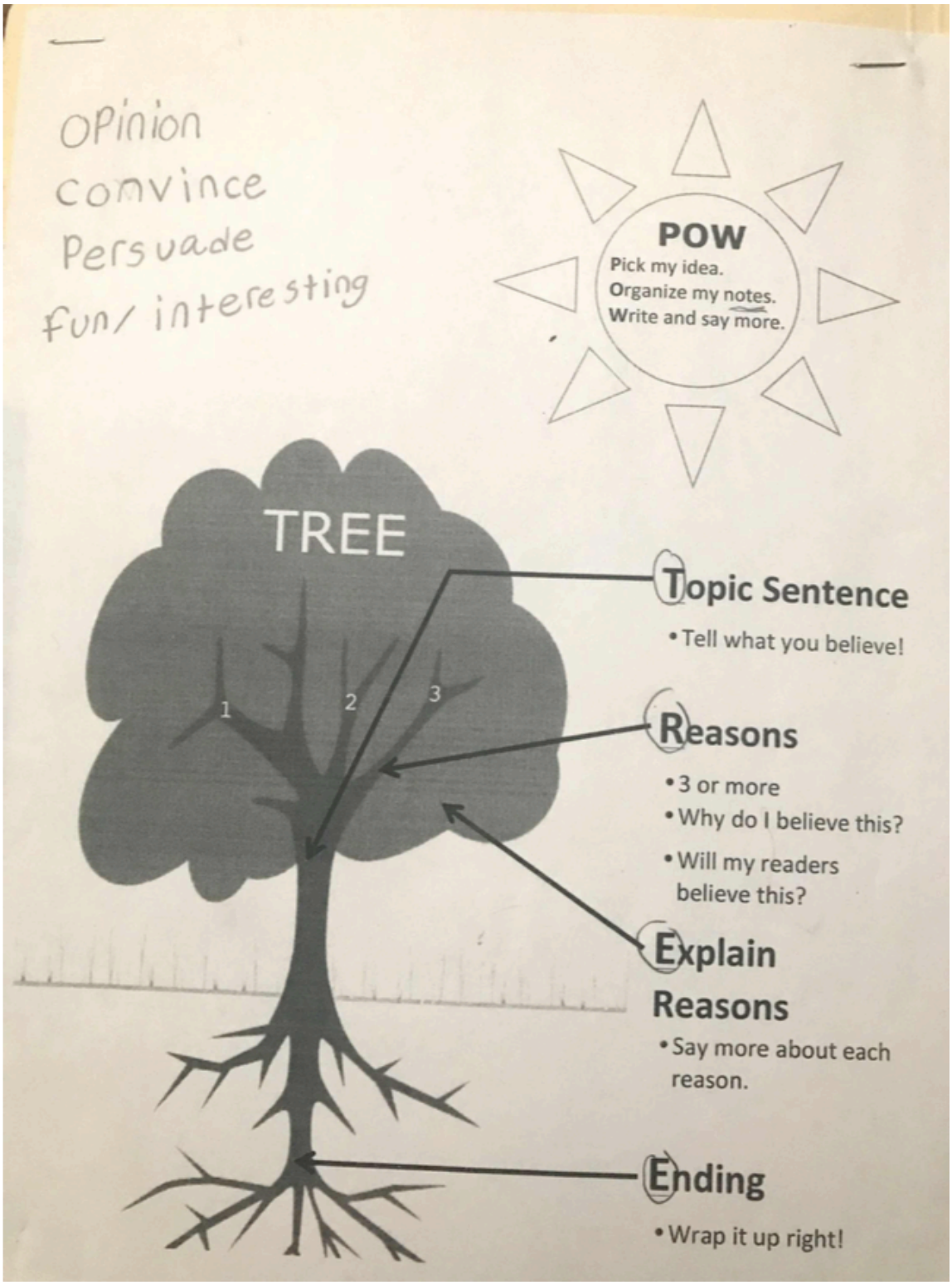
Flashcards


P
Pick my idea
O
Organize my notes
W
Write and say more


T
TOPIC Sentence
Tell what you believe!
R
REASONS – 3 or More
Why do I believe this?
Will my readers believe this?
E
EXPLAIN
Reasons
Say more about each reason.
E
ENDING
Wrap it up right!

APPENDIX E

CURRENT STUDY: STUDENT INSTRUCTIONAL MATERIALS AND WRITING SAMPLES


Opinion
convince
Persuade
fun/ interesting
POW
Pick my idea.
Organize my notes.
Write and say more.
TREE
1
2
3
Topic Sentence
• Tell what you believe!
Reasons
• 3 or more
• Why do I believe this?
• Will my readers believe this?
Explain Reasons
• Say more about each reason.
Ending
• Wrap it up right!

Linking Words

My first reason*
One reason
Another reason
Another important reason
One more reason
An additional reason
A second reason
My third reason
My final reason
Finally
In conclusion

My last reason
An amazing reason
A vey important reason

In addition

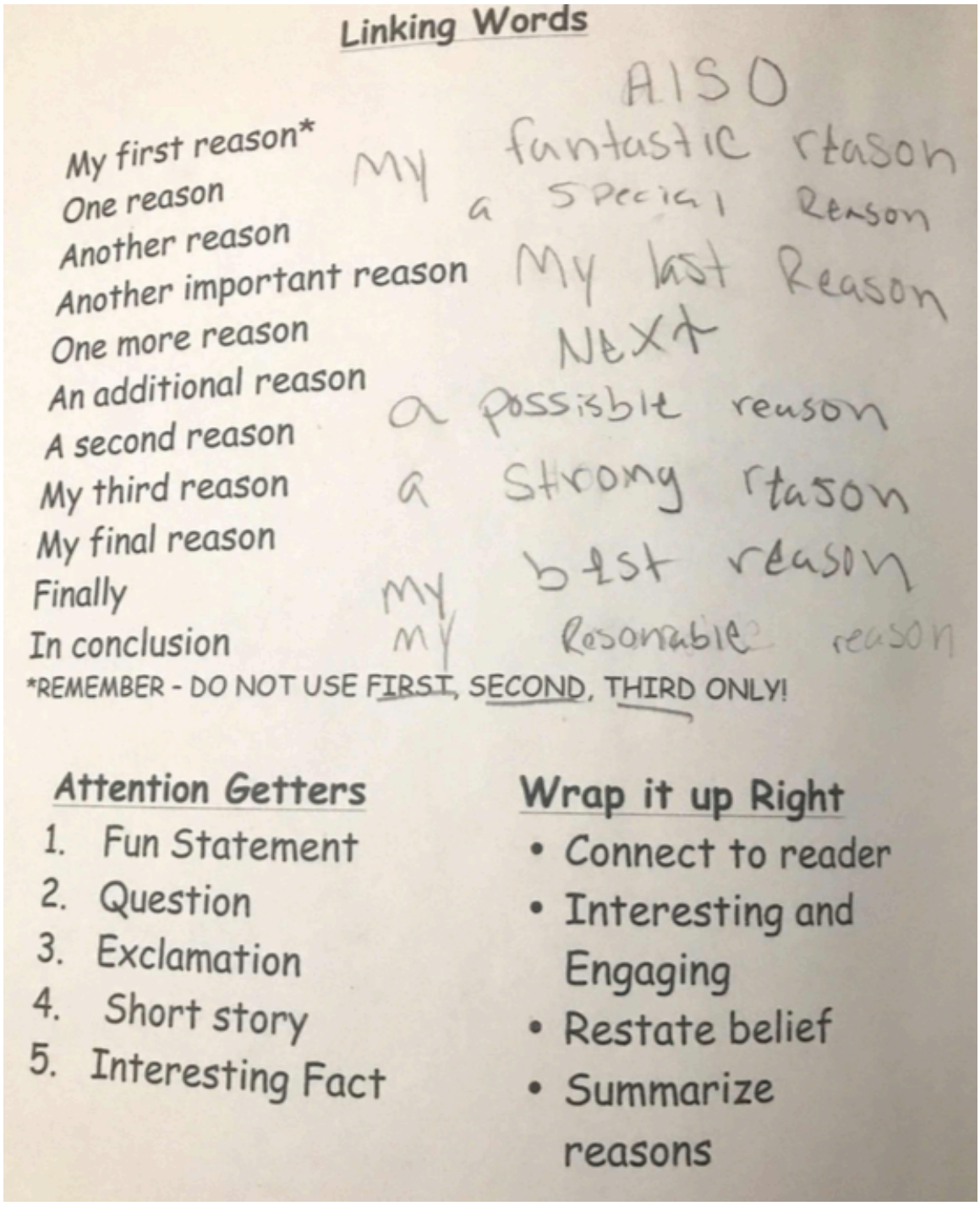
*REMEMBER - DO NOT USE FIRST, SECOND, THIRD ONLY!

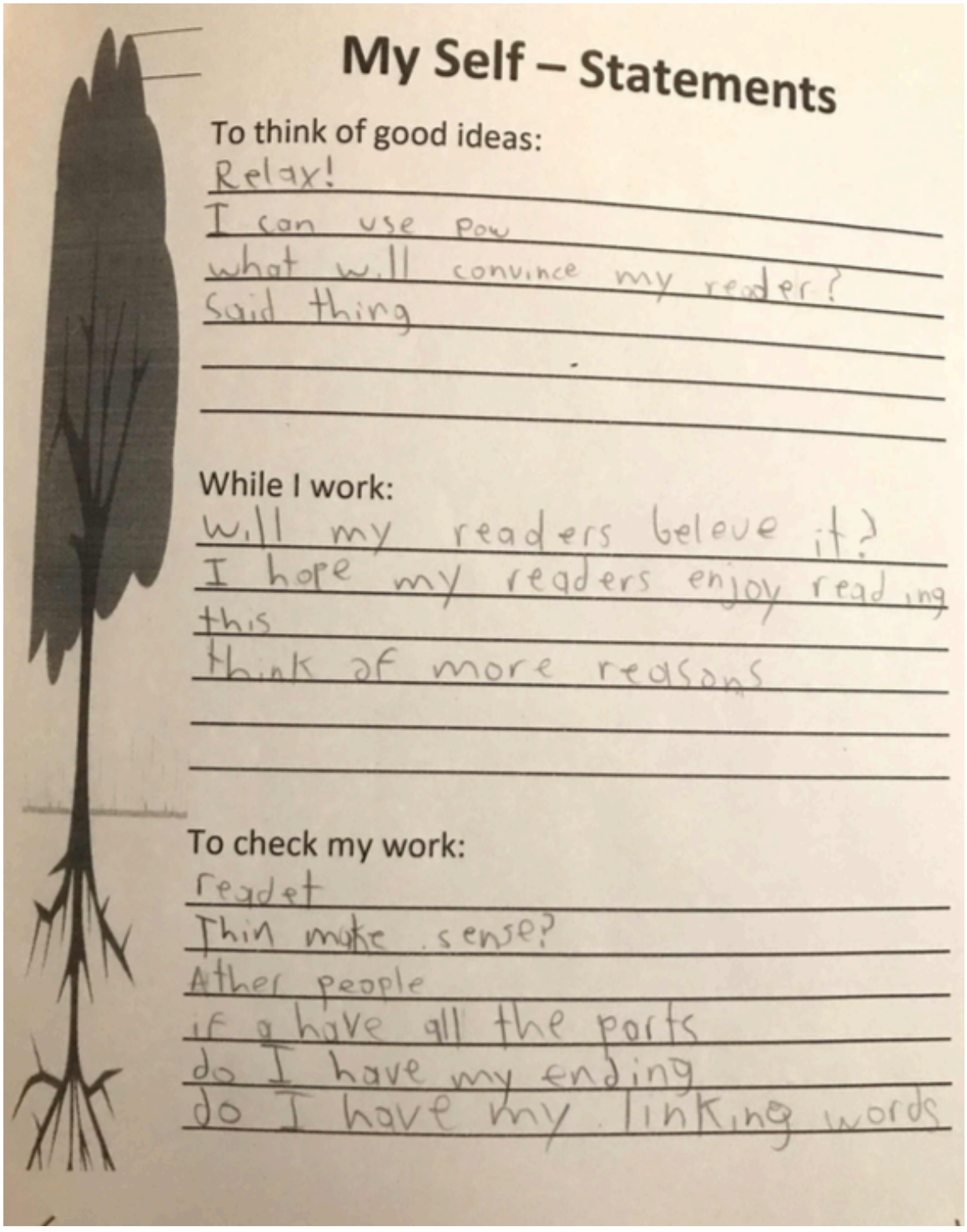
Attention Getters

1. Fun Statement
2. Question
3. Exclamation
4. Short story
5. Interesting Fact

Wrap it up Right

- Connect to reader
- Interesting and Engaging
- Restate belief
- Summarize reasons


Linking Words
My first reason*
One reason
Another reason
Another important reason
One more reason
An additional reason
A second reason
My third reason
My final reason
Finally
In conclusion
*REMEMBER - DO NOT USE FIRST, SECOND, THIRD ONLY!
AISO
fantastic rtason
a Special Reason
My last Reason
NEXT
a possible reuson
a Strong rtason
best reason
Resonable reason
Attention Getters
1. Fun Statement
2. Question
3. Exclamation
4. Short story
5. Interesting Fact
Wrap it up Right
• Connect to reader
• Interesting and Engaging
• Restate belief
• Summarize reasons



My Self – Statements

To think of good ideas:

Relax!
I can use pow
what will convince my reader?
Said thing

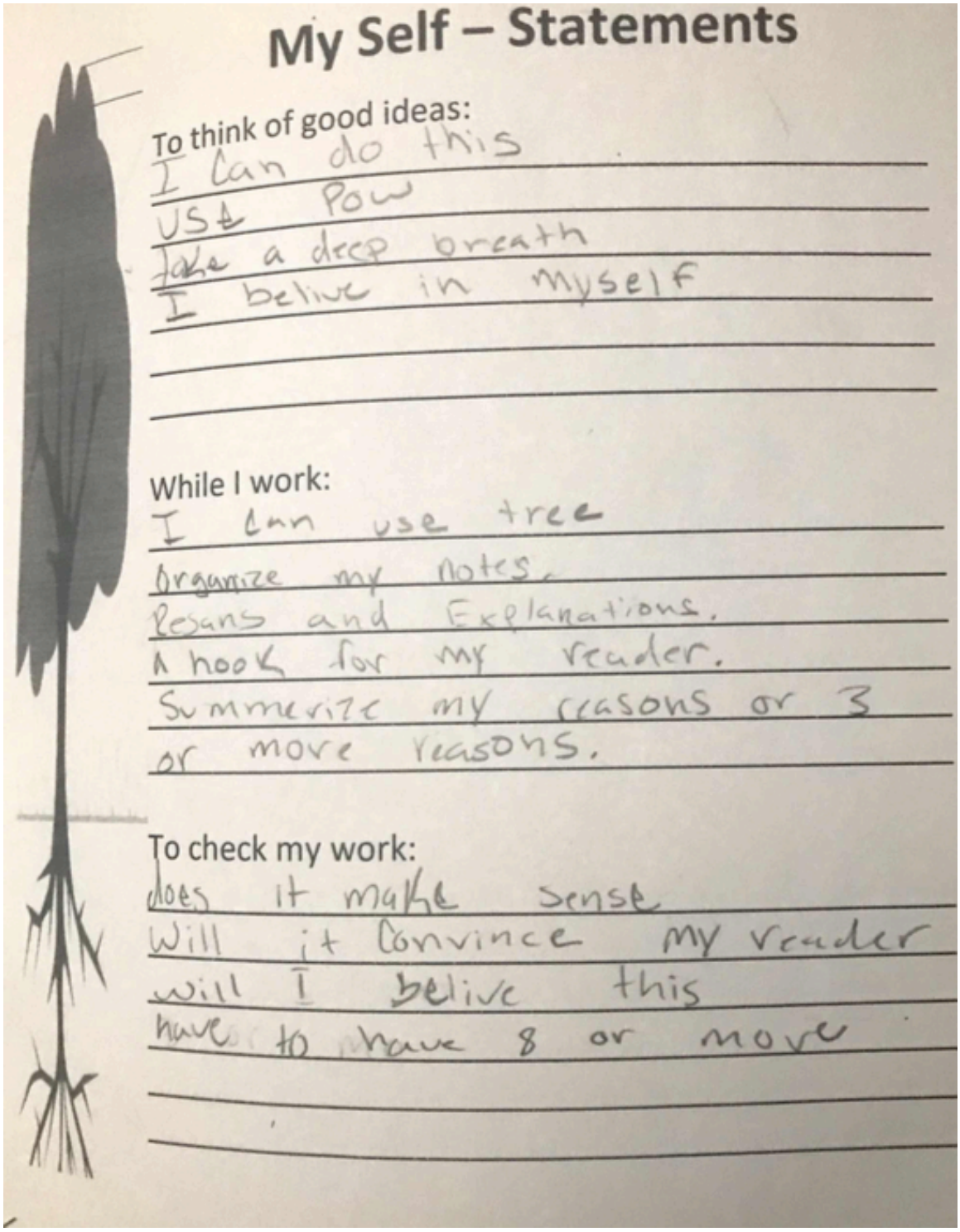
While I work:

will my readers beleve it?
I hope my readers enjoy reading this
think of more reasons

To check my work:

readet
Thin make sense?
Ather people
if I have all the parts
do I have my ending
do I have my linking words

My Self – Statements



To think of good ideas:

I can do this

USE POW

Take a deep breath

I belive in myself

While I work:

I can use tree

Organize my notes.

Reasns and Explanations.

A hook for my reader.

Summerize my reasons or 3 or more reasons.

To check my work:

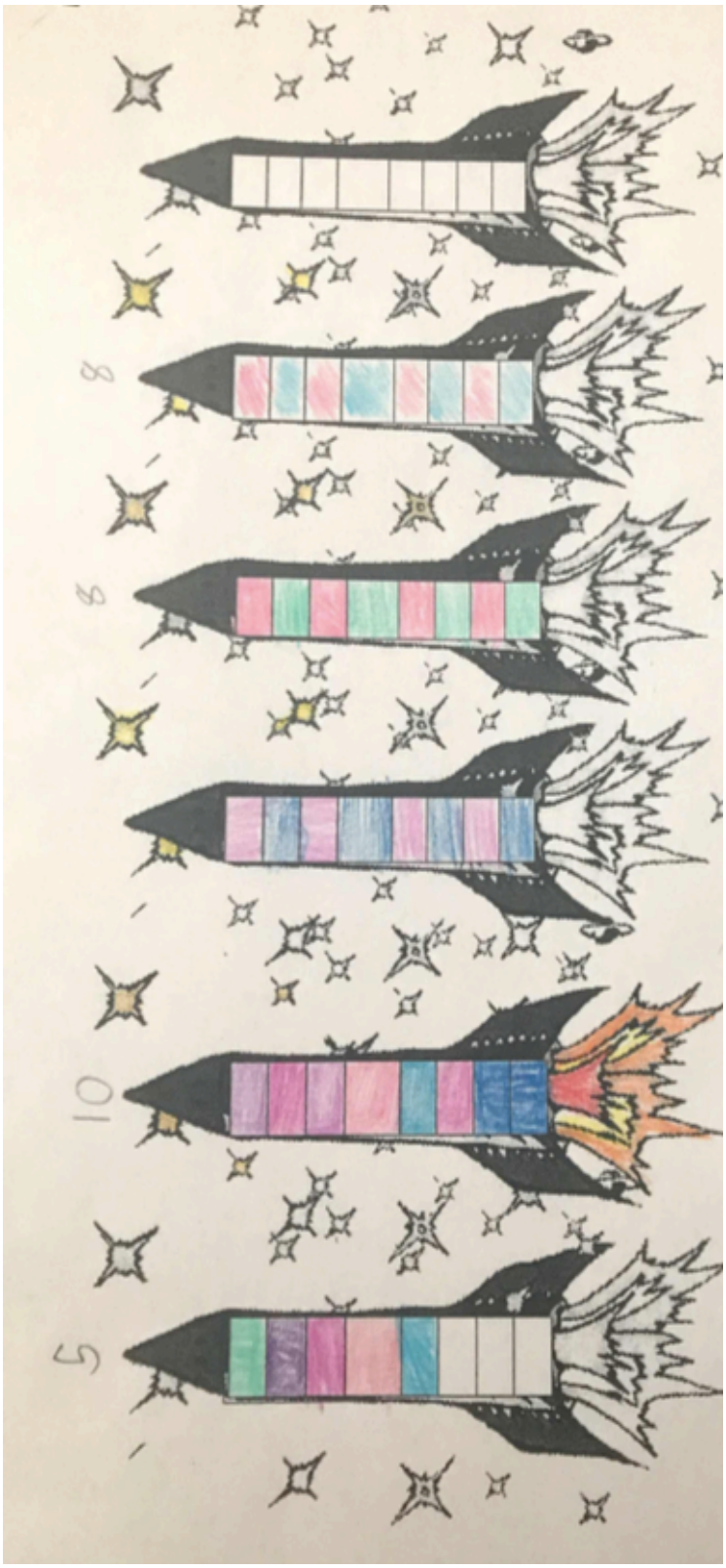
does it make sense

Will it convince my reader

will I belive this

have to have 8 or more


8
12
9
13
8
3



Name: Bersain (Baseline)

Date: 11-13-17

Directions: **Write an essay convincing your classmates that it is important to take good care of yourself.**

Bersain (baseline)

Is important becaus if you dont
going to the ospeto (hospital) and you yul (will)
died (die) and you can get sice (sick).

Bersain (post)

Name: _____

Date: 12/19/17

POW

Directions: **Write an essay convincing your classmates that kids should be allowed to have friends spend the night at their house.**

T Friends look have friends spend the night a their house

R we can play all the night

One reason

I sleep late.

Another reason

R Play video games all the day

Play cool games

play out doors

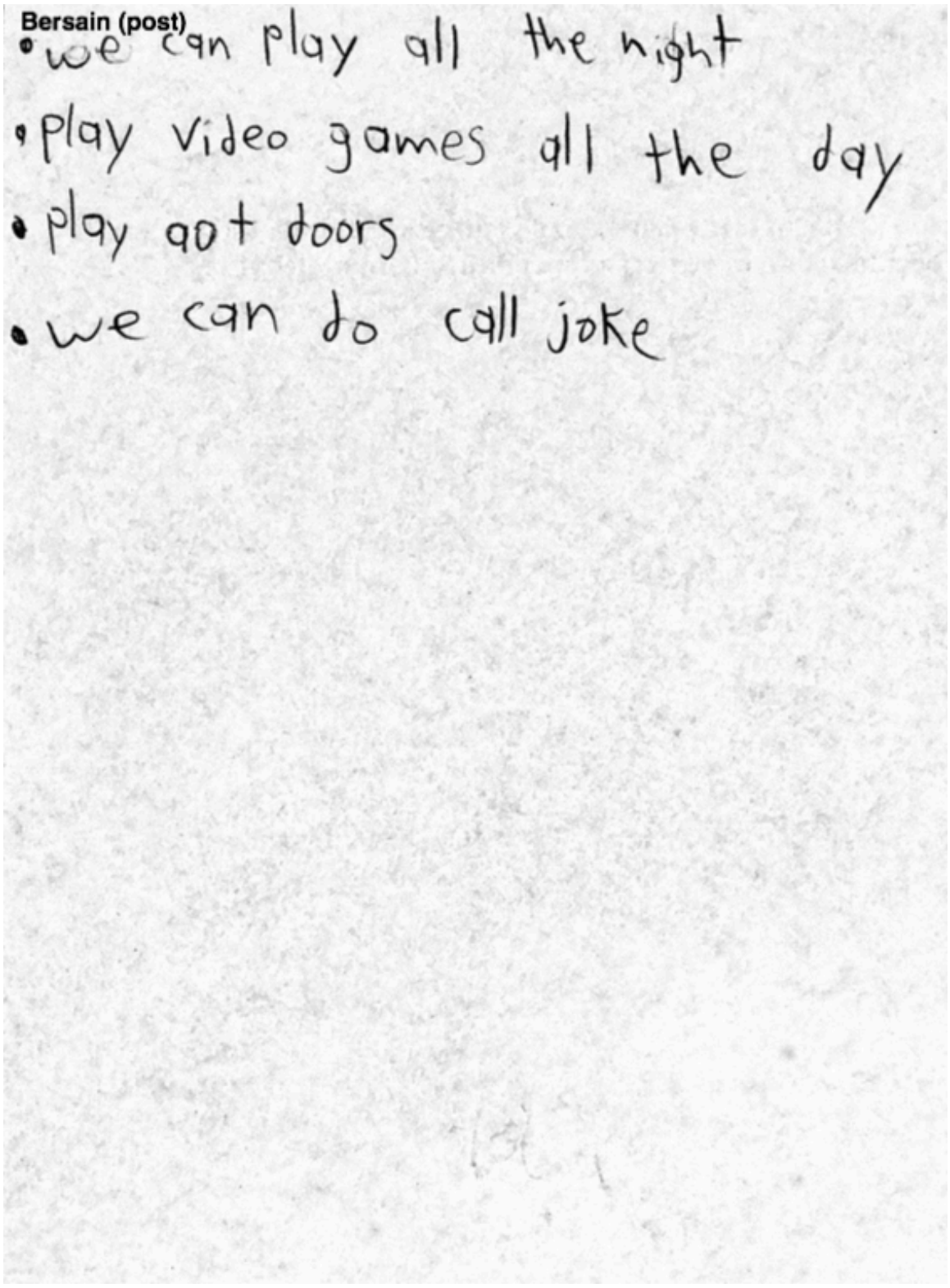
Play soccer

we can do call jokells

laf a lot

Finally, a third reason

E have Friends SPend the nigh at their house


Bersain (post)
• we can play all the night
• play video games all the day
• play aot doors
• we can do call joke

Bersain (post)

Friends look have spend the night at their house. One reason we can play all the night. sleep late. Another reason play video games all the day. play cool games. Third reason play got (out) doors. play soccer. Finally we can do call joke. laf (laugh) a lot. I believe have friends spend the night at their house because we can play all the night, play video games all the day, play got doors and we can do call joke.

Isaac (baseline)

Name:

Date: 11-13-17

Directions: **Write an essay convincing your classmates that it is important to take good care of yourself.**

Isaac (baseline)

It is important to take of yourself Because you have to make sure that you dont trip on someting and make sure you dont get poked with someting and playing safe. And to to be sure that you dont Swing on your chair or you will fall.

Isaac (Instructional)

Write an essay convincing your parents that kids should be allowed to have their own cell phone.

T parents listen up kids should have their own cellphone

my first reason

R We wont have to use our parents cellpho all day

E parents will be happy kids dont waste thier battery.

my second reason

R There might be a enmergisy and parents mayb left it somewhere.

E Kids will use thier cellphone if theres a enmergisy

my third reason

R Kids should have a phone because if parents come late kids can call thier parents to see if thats coming

E there might be trafic and kids need to call to see if your on their way

my forth reason

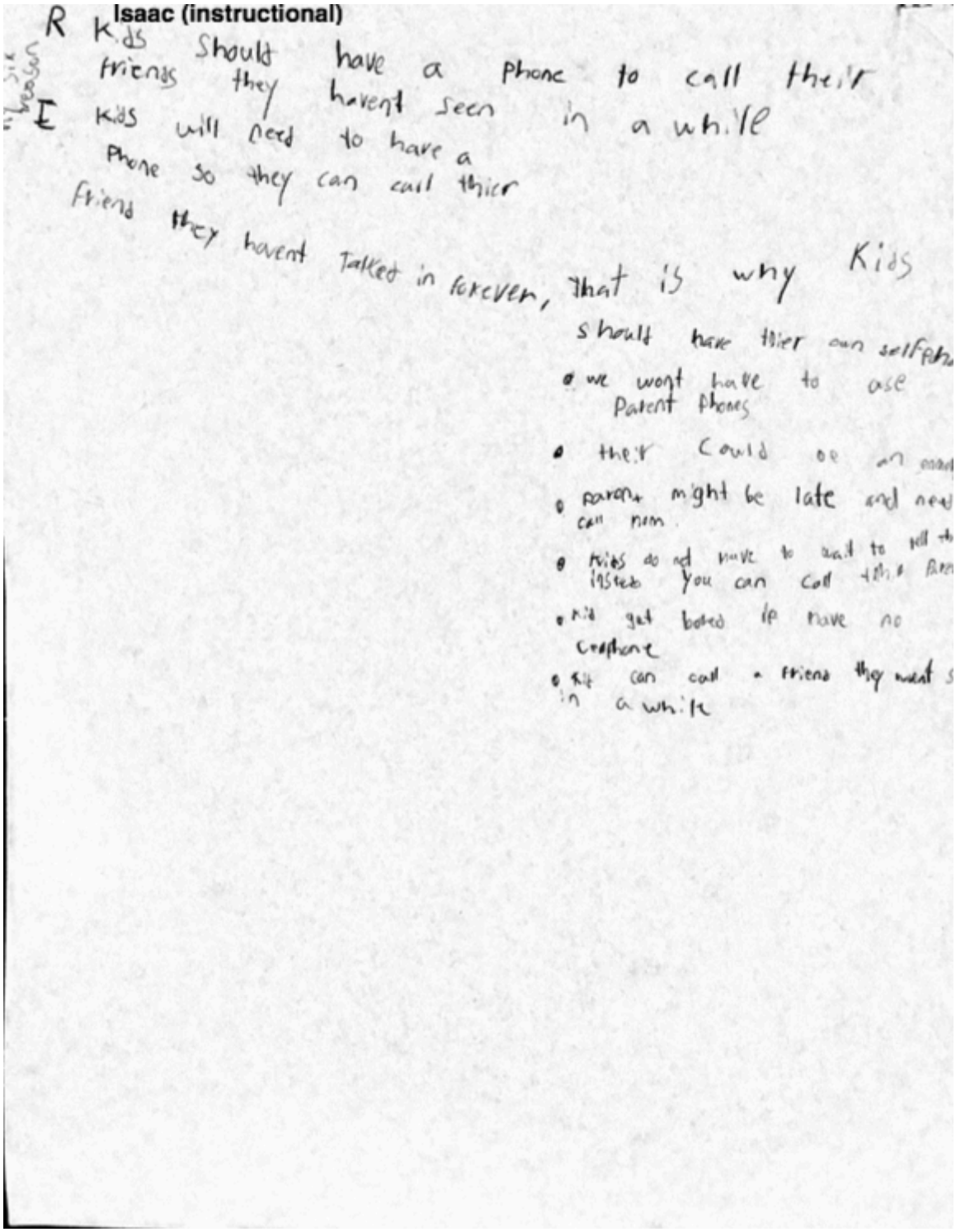
R Kids can call thier parents to tell them Something instead of waiting for them

E Kids get mad when they have to wait to tell something to there parents

my five reasons

R Kids get bored if they dont have a phone

E Kids get bored if they don't have a console to play if they ha phone they wont get bored


Isaac (instructional)
R Kids Should have a Phone to call their friends they havent seen in a while
I Kids will need to have a Phone so they can call thier friend they havent Talked in forever, that is why Kids should have thier own selfph
we wont have to use Parent Phones
their Could be an emer
parents might be late and need can mom.
kids do not have to wait to tell th instead you can call their Par
kid get bored if have no Cellphone
kid can call a friend they want s in a while

Isaac (instructional)

Kids Should have a cellphone Parents listen up my First reason Kids don't have to use parents phone parents will be happy that kids don't waste thier battery my second reason there might be a emergy kids can use thier cellphone if theres a emergy. My third reason Kids Should have a cellphone because if thier parents to see if there coming there might be traffic and Kids need to know if there on thier way My forth reason Kids can call their parents to tell them insted of waiting for them Kids can get bord when they wat for parents my five reason Kids get bored if they dont have a phone if kids have a phone they can play a game My final reason Kids Should have

Isaac (instructional)

a phone to call their friends they havent seen in a while that kids havent seen in forever, that is why kids should have their own cellphone we shouldnt have to use parents phones. third could be an emergency, parents might be late and need to call them, kids do not have to wait to tell them. kid get bored if have no cellphon, kid and can call a friens they havent seen in a while

Angelina (Baseline)
Name

Date: 1\10\18

Directions: **Write an essay convincing your classmates that using a computer is important.**

Computers are important
Becous (because) if you need to
find a hotell (hotel) are (or) find a
Pet that peopol (people) are selling
and it can help you with
Home work.

Angelina (maintenance)

Date:

Directions: **Write an essay convincing your classmates that owning a pet is good for kids.**

Hey!

T Owning a pet is good for kids.

one reso R Because you will have sumone to play with.

E if you are a loneoichild you will have sumone ther

my second reso R you will be Doing responsibilities

E you have to feed it tack it a shower

E and more

My 3 Amazing reso R and sum times the can protect you

E i$ sum one is trinig to get you your Pet will protect you.

E Owning a pet is good for Kids.

- sum one to play with
- Doing responsibilities
- protect you

Angelina (maintenance)

Hey! OWNig a pet is good for Kid's Becaus my fist reson is you will have Sumone to play With. if you are a loneo (lonely child) child yeu will have sumone ther. My secont reson is you will be doing responsibilities. and you have to feed it tack (take) it a Shawer and more my AMaZing reson. and Sumtime's they will protect you. and if sum one is tring to get you your pet will protect you. OWNig a pet is good for Kid's. Becaus you will have sum one to play With and you will do responsibilities and protect you. the end.

Josephine (baseline)

Name:

Date: 3-8-18

Directions: **Write an essay convincing your classmates that playing video games is good for kids.**

Josephine (baseline)

Video games can be fun when your bord. there is so meany video games that you can buy. you can find them at wallmart, gamestop and amazon. it can also be good Beause you can learn the controls on the game controler. here are the video game that I like it is minecraft, Roblox and moreo cart. video game are fun video game can also be a DS. there is also games for the DS But there is a lot of moreo games.

Name Josephine (post)

Date: 4-20-18 ①

Directions: **Write an essay convincing your classmates that it is good for kids to have jobs to do at home.**

POW ? LW

wuy Dont we have Jods at home?

T kids should have Jod at home

first
R kids can get active
E they can also get ~~healthy~~

next
R they can help Parints with ~~stoff~~
E like clean the house

next
R ~~they~~ also help them not
E Be on elettonecs that much

last
R they can also clean there rooms
E and Do other things

E wuy Dont we have Jods at home

- ~~d~~ctive
- ~~st~~aff
- elettonecs
- rooms

Josephine (post)

Why dont we have jods at home
Kid should have jod at home.
first kid can get active they
can also get heathy. next they
can help parents Pariats with stoff like
clean the house. next it also helps
them not Being on eletronels
that much. last they can also
clean there rooms and Do other
things. Why Dont we have jods at
home, active, stoff, eletronecs,
and rooms

David (baseline)

Name:

Date: 2/7/2018

Directions: **Write an essay convincing your classmates where the best place to go on a class trip would be.**

David (baseline)

The Best Place will be to go to a farm because I realy want to know what they do there and how Because at my house theres two goats I Have and want to keep them Healthy for they can have BaBY's and I will also try to keep the BaBYs healthy and strong So they can Defend them SELFS.

Name:
David (instruction)

Date: 4/16

Directions: **Write an essay convincing your classmates that kids should be allowed to have snacks in the classroom.**

few Kids should have snacks in class

First reason
- Want Be hungry
- Want Be acting sick

next reason
- Want Eat in class

my last reason
- they will eat when teacher not looking
- for ther can Be healthy

- Someone could of missed dinner and Breakfast

- wont hungry
- Want eat in class
- healthy

David (instruction)

nom nom! my first reason it that wont Be hunry and wont act Sick. the next wont eat in class when teachers not looking. my last reason is that sometimes ther might miss Dinner and Break Fast. kid shuld have snack in class. wont Be hungry, wont eat in class and Be healthy

Xochitl (baseline)

Name:

Date: 2-21-18

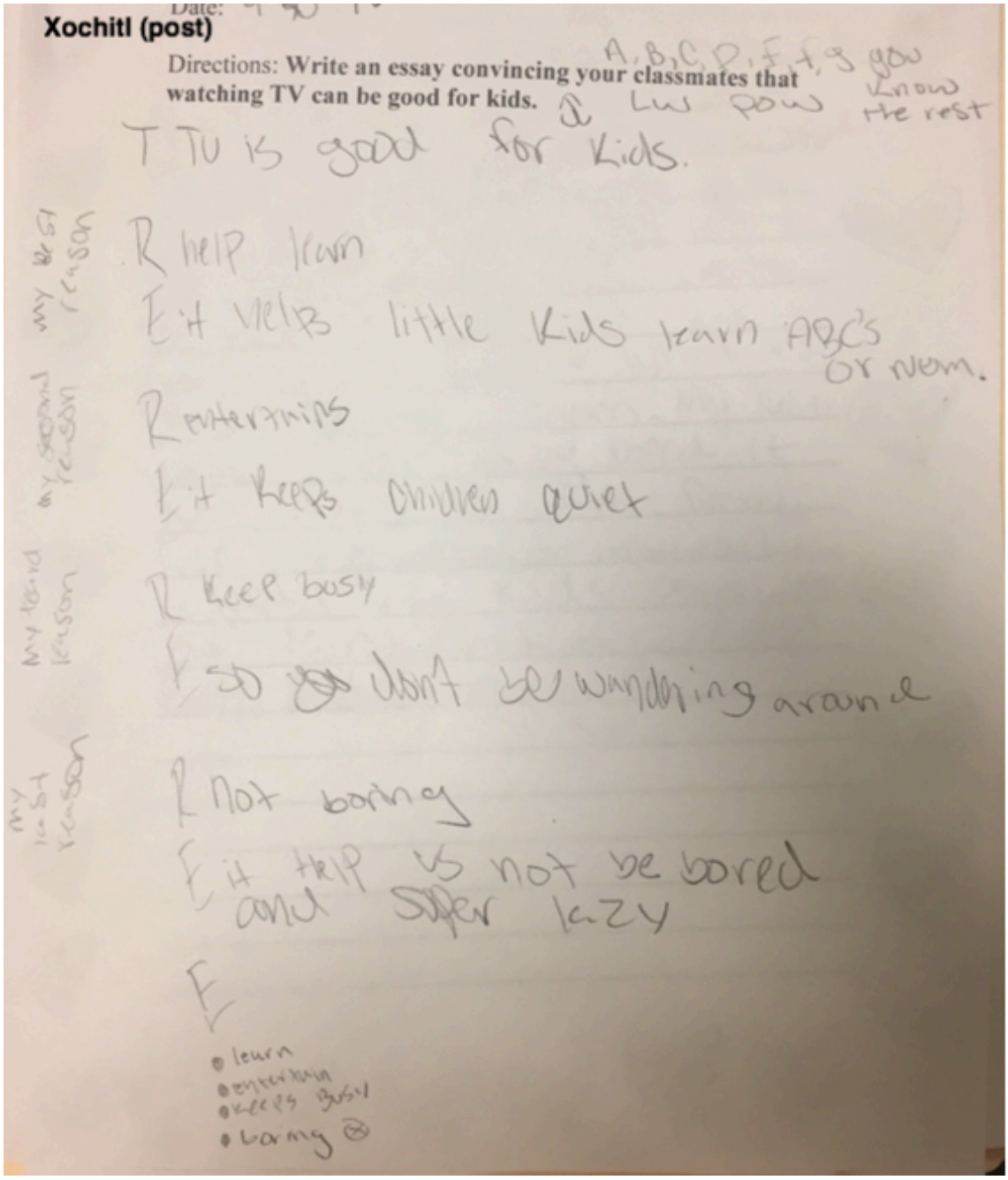
Directions: **Write an essay convincing your classmates where the best place to go on a class trip would be.**

Xochitl (baseline)

One sunny day today we went to school while we were at school we had to think of a plate to go other boys said boy STUFF all the girls said fancy things but me I kept thinking and I said how about to a aquarium The teacher said that was a brilliant idea we planned and booked it we were gonna go Wednesday Today was Monday we had to wait one more day the next day we learned about fish's to get ready for the aquarium the next day it was time to go but we got our face painted but we started the tour we had a pleasn't suprise we saw butterfly it was so beautiful Many landed on each an One of the Class mates then we

Xochitl (baseline)

Got Out of the aquarium and went to see the fishes they're were many activites by the time we were done we went back to school they were telling me that was a grent feild trip I said I hope I go again.


Date:

Xochitl (post)

Directions: **Write an essay convincing your classmates that watching TV can be good for kids.**

A, B, C, D, E, F, G you know the rest

T TV is good for kids.

my best reason

R help learn

E it helps little kids learn ABC's or num.

my second reason

R entertains

E it keeps children quiet

my third reason

R keep busy

E so you don't be wandering around

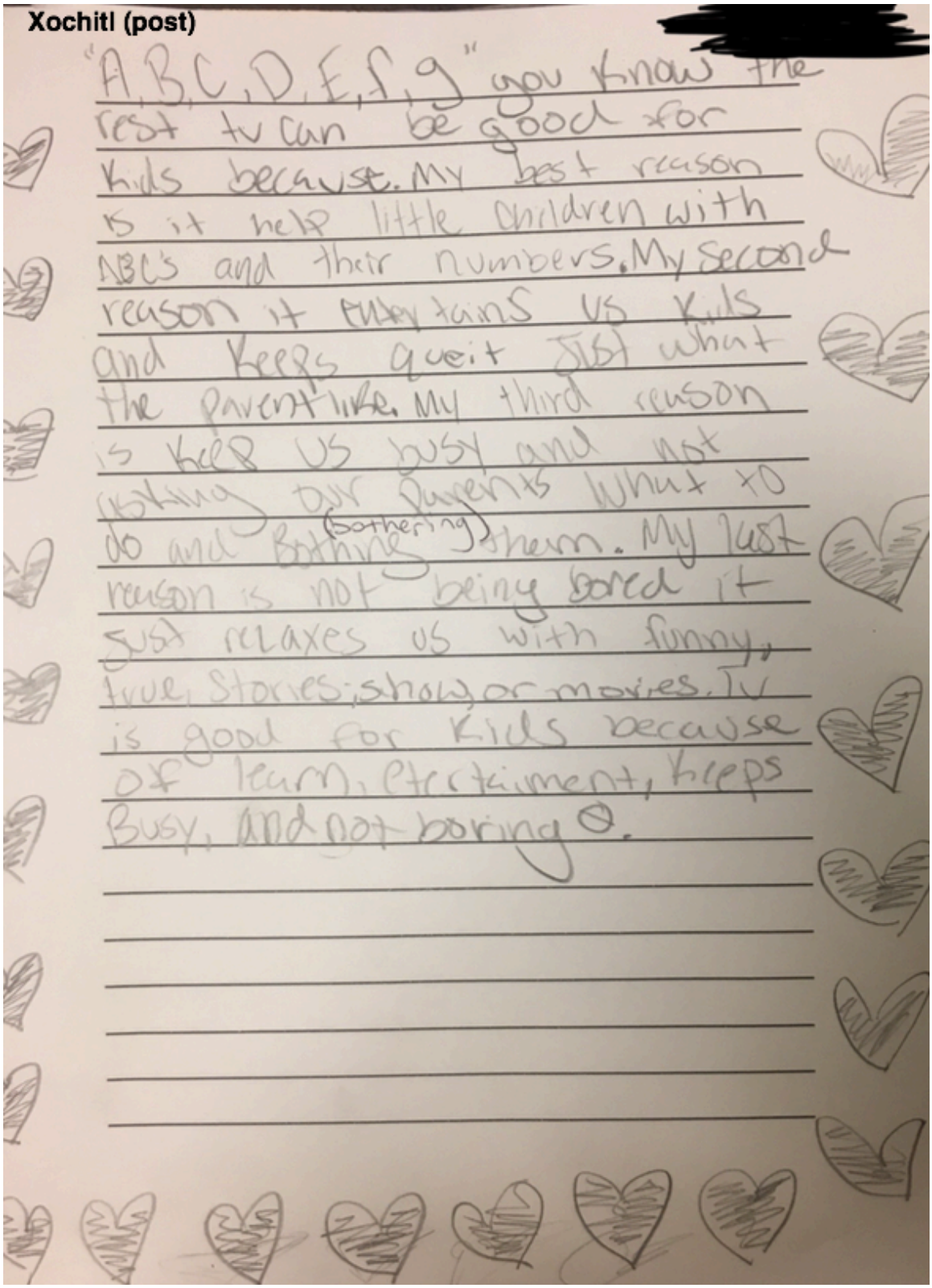
my last reason

R not boring

E it help us not be bored and super lazy

E

- learn
- entertain
- keeps busy
- boring


Xochitl (post)
"A,B,C,D,E,F,G" you know the rest tv can be good for kids because. My best reason is it help little children with ABC's and their numbers. My second reason it entertains us kids and keeps quiet just what the parent like. My third reason is keep us busy and not (bothering) asking our parents what to do and bothing them. My last reason is not being bored it just relaxes us with funny, true, stories, show or movies. Tv is good for kids because of learn, Ptertainment, keeps Busy, and not boring ☺.

APPENDIX F

INSTITIUTIONAL REVEIW BOARD APPROVAL LETTER

ASU Knowledge Enterprise Development

APPROVAL: EXPEDITED REVIEW

Karen Harris
Division of Educational Leadership and Innovation - Tempe
480/727-7533
Karen.R.Harris@asu.edu

Dear Karen Harris:

On 8/23/2017 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	Rooted in Writing
Investigator:	Karen Harris
IRB ID:	STUDY00006635
Category of review:	(6) Voice, video, digital, or image recordings, (7)(b) Social science methods, (5) Data, documents, records, or specimens, (7)(a) Behavioral research
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• SRSD Stages, Category: Other (to reflect anything not captured above); • School District Recruitment Permission, Category: Other (to reflect anything not captured above); • Teacher Interviews, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Barkel_IRB Protocol 2017-2018, Category: IRB Protocol; • Opinion Essay Example , Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Fidelity Checklist , Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Student Interviews, Category: Measures (Survey questions/Interview questions /interview guides/focus

	group questions); • Teacher Consent, Category: Consent Form; • Student Assent, Category: Consent Form; • Barkel_IRB Protocol 7.docx, Category: IRB Protocol; • School District Permission email, Category: Other (to reflect anything not captured above); • Parent Consent English, Category: Consent Form; • Quality Scale, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions);

The IRB approved the protocol from 8/23/2017 to 8/22/2018 inclusive. Three weeks before 8/22/2018 you are to submit a completed Continuing Review application and required attachments to request continuing approval or closure.

If continuing review approval is not granted before the expiration date of 8/22/2018 approval of this protocol expires on that date. When consent is appropriate, you must use final, watermarked versions available under the "Documents" tab in ERA-IRB.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc: Ashley Barkel
Ashley Barkel
Stephen Graham
Sarah Diaz
April Aitken