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The Impact of Shared Reading on 1st Graders' Writing Using Author's Craft

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Abstract

This study was conducted in a first grade classroom with twenty participants. This study took place over five and a half weeks, where students were introduced to three mentor texts in a shred reading setting. The students asked and answered questions about the texts and participated in extension writing activities. Students were given opportunities to engage with the mentor texts and writing in whole group settings as well as individual settings. Students were expected to write a final assignment using the form of author craft portrayed in the final mentor text, which students were able to complete successfully.

Students practiced in class by collaborating with peers to brainstorm sentences that would follow the suggested pattern as well as write independently. Students received two individual conferences to discuss areas of strengths and areas for improvement within their writing before the final assignment was given. Students were also able to correct practice work in order to have a guide when completing the final assignment. Many factors went into the success of student writing during this research study.

Keywords: shared reading, mentor texts, author craft

Acknowledgements

I would like to thank Dr. Bickford, Dr. Taylor and Mrs. Reid for guidance throughout this process. Your feedback and ideas have encouraged me to complete this research and make it the reach the best of my abilities. I would also like to recognize the hard work my first graders exhibited throughout the duration of this project. Their engagement and overall achievement during this project was inspiring I hope to share this unit as well as create additional shared reading and writing units using this study as a model.

Dedication

I dedicate my work to my family. Without their support this would not have been

possible.

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Introduction

To meet the needs set forth by the Common Core State Standards and other state initiatives, I put into place a research study focusing on student writing using mentor texts. As a teacher-researcher, I utilized mentor texts in order to guide students in creating independent writing that incorporated author craft. Students should spend more academic time writing within the classroom in order to meet the new and improved state standards.

Literature Review

Reading is an essential skill for students of any age. First grade is an important year for students to master reading through fluency, comprehension and critical thinking. Shared reading is one component of the balanced literacy framework that will guide students in improvement of reading skills by providing opportunities to increase fluency and comprehension through a simple, repetitive text read aloud in a whole group setting (Policastro, 2018).

Throughout the shared reading experience, first graders will be equipped with strategies and practice in order to learn basic print concepts, become more fluent readers, and implement reading and writing strategies into their independent work. Shared reading is known to improve reading fluency and print concepts, and is beginning to be researched as an intervention to support narrative writing (Policastro, 2018). This can be accomplished through the use of mentor texts, such as creatively written shared reading books. Mentor texts are considered to be well-written books that educators use as models so students can easily implement reading and writing strategies into independent writing (Gallagher, 2014; Herman & Owles 2014). Shared reading is easily adaptable to fit the

needs of a first grade classroom, as well as a wide range of reading abilities within a first grade classroom. This practice promotes fluency, print concepts, sight word recognition, vocabulary acquisition and determining author craft such as using rhyming words or discovering patterns in the author's writing.

Early reading stages build a range of reading strategies that will later help students decode and comprehend with meaning in order to go beyond the text when creating narratives through writing (Cabell, Justice, Kaderavek, Pentimonti & Zucker, 2013). Utilizing mentor texts to create independent writing is essential for first graders to critically think about a text and then implement that thinking into their independent writing (Fountas & Pinnell, 2017). By looking at author's craft after rereading the shared book a second or third time, the students begin to think about why the author wrote as he or she did, or why he or she chose to use rhyming words and patterns in his or her writing.

Through the use of shared reading, students can depict author's craft and use the shared reading story as a model to base independent writing from. Using simple texts such as big books with patterns and rhyme will allow students to analyze how and why the author chose to write in the way he or she did. Through this process, students will begin to write more like authors by including repetitive phrases and rhyming words that make his or her story more enjoyable to the reader. Also, the need for first graders to individually write narrative texts is anchored in the Common Core State Standards (hereafter CCSS), so shared reading and utilizing mentor texts will help students develop the strategies and supports needed to accomplish these set standards in writing (National Governors Association Center for Best Practices & Council of Chief State School

Officers [NGA & CCSS], 2010). There are many connections from shared reading and writing to the CCSS; for example, identify words and phrases that suggest feelings (1.RL.4) and write narratives with two or more appropriately sequenced events, details regarding what happened, temporal words to indicate event order, and provide a sense of closure (1.W.3) are two standards that can be taught through shared reading and writing.

Shared Reading in Practice

Shared reading is explained as reading a short and simple story aloud to students while providing reading strategy support and opportunities to interact with the text (Hudson & Test, 2011). Shared reading is also supported as a practice used to assess age-appropriate literature through reader-listener interaction in which a story is read aloud and student interaction is supported. Within shared reading, repeated readings are common interventions to support many different language skills with one text that is accessible to primary students' Zone of Proximal Development (hereafter ZPD) (Goldong & Wass, 2014; Vygotsky, 1934/1985).

The ZPD, when practiced, is an effective explanation as to ensure students are receiving educational experiences that will allow continued growth (Golding & Wass, 2014; Vygotsky 1930/1978).   A student's ZPD falls between a task being too difficult to complete independently, yet unpretentious enough to complete with guidance and minimal assistance (Golding & Wass, 2014; Vygotsky, 1934/1985). Meeting a student within their ZPD leads to a positive encounter with a struggle during an educational experience (Levykh, 2012). Students are asked to read alongside the teacher with the release of support throughout repeated readings as well as point out any author craft that was used to make each text more interesting and attainable.

Many times, big books are displayed and used during shared reading so all students are able to visualize the pictures and print simultaneously to improve reading comprehension and promote metacognition throughout the reading process (Stahl, 2012). Stories designed for shared reading often times have attention getters, repetitive story lines, and symbols paired with words to help the reader successfully read the print and vocabulary words (Hudson & Test, 2011). Research suggests the teacher acting as the bridge in which enables students to increase his or her insights that will later support him or her in the reading process independently (Golding & Wass, 2014; Stahl, 2012; Vygotsky 1934/1985).

Implementation of shared reading. Teachers should plan shared reading very cautiously with an end outcome in mind in order for students to gain the most reading growth (Gamez, Gonzalez & Urban, 2016). This form of prevention begins in early years of schooling and serves as a scaffold for independent student reading across the years of education. Shared reading is considered to be a pleasure read that has many positive effects on independent reading (Fountas & Pinnell,2017). Through the use of shared book reading, teachers scaffold student learning and release the power of individual learning through every book used by beginning with reading the entire text aloud while students explore illustrations and listen to the words being read. The second read allows students to join in the reading by picking up on rhyming words or noticing patterns in the books that use repetition, and lastly, being able to read the book aloud with minimal support or independently (Gamez et al., 2016).

Shared reading is designed to be implemented every day with the same text for three to five days in a row, alongside new extension activities for every daily lesson

(Cabell et al., 2013; Justice, Kaderavek, McGinty & Piasta, 2012). Teachers are expected to read one book per week in a shared reading atmosphere through the use of repeated reading and extension activities (Cabell et al., 2013; Justice, Kaderavek, McGinty & Piasta, 2012). When selecting appropriate texts for shared reading, the level of book is not as important as the content within the book, such as a specific pattern or rhyme the author has used (Fountas & Pinnell, p.104).

Shared reading should be presented in a short, mini-lesson type atmosphere instead of a long, drawn out period of time. The small amount of time spent on shared reading introduces students to many new writing terms and reading strategies through repeated readings of a short passage (Cabell et al., 2013; Justice, Kaderavek, McGinty & Piasta, 2012; Kesler, 2010). With this short amount of time, students are less likely to become overwhelmed with the content and are more motivated to practice as well as read with more understanding while enjoying the text (Baker, Bissom, Blum, Creamer, Koskinen & Phillips,2000). The intervention of shared reading is supported by research in that student responses were more expansive as well as thoughtful after concluding the shared reading lesson (Kesler, 2010).

When using the thinking wheel created by Fountas & Pinnell to work on about the text questions, writing style is addressed through class discussion (Founas & Pinnell, 2018); when adding a writing component to the lessons of shared reading, students will then begin to appreciate how and why authors write as they do, and begin to model their writing after certain authors. Shared reading is an important component to expanding student reading and writing abilities through the use of strategies and scaffolds (Fountas & Pinnell, 2017).

Before being able to write a well-thought and organized narrative, students need to be immersed in good writing through the use of mentor texts (Gallagher, 2014). Mentor texts are collections of quality literature that we use as models. These texts help educators show what fluent reading and writing sounds and looks like (Herman & Owles, 2014). Allowing students to recognize good writing techniques and providing them opportunities to practice these techniques will better transition students to become better writers (Gallagher, 2014). Prewriting instruction, or writing instruction in primary grades, can be centered around good mentor texts and using those texts in order to compose our own writing (Held, 2010).

Shared reading and writing have many connections to the first grade. Providing mentor texts with a clear beginning, middle and end is important due to the CCSS for first grade students (NGA & CCSSO, 2010). By allowing students to read and explore simple stories with a beginning, middle and end they will begin to include these important components in individual narratives (Held, 2010). Shared reading experiences delivered in rich and appropriate frequency should be an important education goal (Cabell et al., 2013).

Benefits of Shared Reading to Improve Student Writing. Reading and writing have a symbiotic relationship, so implementing writing into shared reading is an avenue to improve student writing (Herman & Owles, 2014). Through the use of simple big books that provide students with ample vocabulary and rhyming or repeated patterns, student writing can improve through using the author's craft to write independent stories. Students will then be utilizing higher order thinking skills in order to create his or her own story line (Wilson, 2016).

Research references students knowing *what* is written, but asking a student *how* a text is written can sometimes be a challenge (Gallagher 2014). Through shared reading, students engage in repeated readings in order to become more familiar with the text, including sight words, fluency, print concepts and recognizing author's craft. Students are able to discuss the author's craft to understand why he or she wrote in the way that they did. Mentor books and sentences are optimal for students to experience and imitate through their writing (Gallager, 2014; Herman & Owles, 2014). Students are able to gain more confidence with the practice from modeled writing using author craft, such as writing a class story using student input and ideas that imitate how the author wrote the mentor text (Held, 2010).

Shared reading provides a huge impact on the development of student's comprehension of in, about, and beyond questions referring to the text (Cabell, et al 2013; Fountas & Pinnell, 2017). A reading comprehension wheel has been created which includes thinking within the text, about the text and beyond the text while reading a story (Fountas & Pinnell, 2017). Students are expected to work towards mastery in all three components of the reading comprehension wheel (Fountas & Pinnell, 2017). Not only have studies shown that shared reading improves student's comprehension, but that it also improves student's narrative capabilities (Gamez et al., 2016); Fountas and Pinnell, 2017).

Students are now being assessed on how well they can think about a text in the following three categories: within, about and beyond (Fountas & Pinnell, 2017). By beginning these new forms of thinking about a text and how the writer chose to compose the text, teachers are preparing students for higher grades and higher order thinking skills.

For example, the Fountas and Pinnell Literacy Continuum states first graders are expected to "tell major events in a story after reading it with others", but in fifth grade the tasks at hand are much more complex such as "acquire new ideas, information, perspectives, and attitudes from reading parts in scripts and poems" (Fountas and Pinnell, p. 120-145).

In first grade, students are expected to use author's craft in writing when organizing their story by deciding where to place illustrations on each page (Fountas & Pinnell, 2017). In fifth grade, however, students are expected to use author's craft in order to "use underlying structural patterns to present different kinds of information in nonfiction: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution, categorization" (Fountas & Pinnell, p. 291). Students who are not prepared to effectively communicate these forms of author's craft through independent writing in younger grades will not become effective writers as they continue through their school experience. As students progress with shared reading, they will then begin to use shared reading as an analysis and further their understanding of author's craft (Fountas & Pinnell, 2017). Through shared and performance reading your classroom community can build a large variety of shared texts that can be revisited regularly to explore the writer's craft (Fountas & Pinnell, 2017).

Not only does shared reading provide a guide to independent writing, but it also provides a framework for discussing reading and writing in whole group and small group settings. Through collaboration, writing ideas are shared, which has the potential to better students' independent writing; collaboration is supported by the following CCSS

collaborate with peers in small and whole group settings regarding grade one texts and topics (1.SL.1) , remember and follow expectations for discussions (1.SL.1a), build upon others' comments to add to the discussion in an appropriate manner (1.SL.1b), ask questions to uncover any misconceptions or misunderstandings (1.SL.1c) , ask and answer questions about read alouds or other forms of teachable media (1.SL.2), and ask and answer questions based on what a speaker says to clear any misconceptions or misunderstandings (1.SL.3). According to research, writing strategies such as reading and thinking aloud about mentor texts with others to form a piece of writing, as well as sharing the writing experience with peers, give students the foundation they need to expressively write as an author would (Held, 2010). Shared reading has many benefits on student fluency, comprehension, writing and collaboration within the first grade classroom.

Bloom's Taxonomy to improve student writing. Bloom's Taxonomy, which is the foundational theory for higher order thinking skills, originated in 1956, but was revised at the beginning of the 21st century in 2001 (Wilson, 2016). The revised edition of , taxonomy is extremely useful when implementing student creativity and metacognition into literacy based skills. Implementing Bloom's taxonomy into shared reading will allow students to improve fluency, decoding and comprehension skills; students will also be able to create an independent piece of writing using a specific author's craft. When doing this, students will be utilizing all six tiers of the revised edition of Bloom's taxonomy by Anderson and Krathwohl (Anderson, & Krathwohl, 2001; Wilson, 2016).

The six tiers are the following: remembering, understanding, applying, analyzing, evaluating, and creating (Wilson, 2016). When using the top tier of Bloom's taxonomy, which is to create, students will then be utilizing all of the remaining lower tiers in the process (Wilson, 2016). Students will be remembering key details within a text in order to help him or her better understand the story line and main details. Through remembering the text students will then gain a deeper understanding of what occurred in the text; students will then apply their understanding of the key details and author craft to their own independent writing. An analysis of the use of author's craft will then be performed in order to self-check that author's craft was indeed implemented into their independent writing; students will then evaluate their writing in order to form an entire, coherent story line using the desired author's craft. Lastly, students will create an entire story utilizing the author's craft design from the shared reading material read aloud in class (Wilson, 2016). In accordance with Bloom's taxonomy, one way to think about the text is to analyze the use of authors' craft, such as the use of language, the explanation of characters, organization and structure of the text (Fountas & Pinnell, 2017; Wilson, 2016).

Bloom's Taxonomy can also be easily applied to shared reading with an extension of writing using author's craft. The four levels of Bloom's Taxonomy are the following: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge (Wilson, 2016). When reading a text and applying the use of author's craft within that text to independent writing, all four levels of Bloom's Taxonomy will be utilized. Factual knowledge will be applied when recalling key details in a text. Conceptual knowledge will be applied when using the key details from the text to retell

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the story as well as recognize any patterns the author used when writing the story.

Procedural knowledge will be used when students begin to understand how they can

apply any patterns or special structure the author used when writing into their own

writing, and metacognitive knowledge will be applied because students will be asked to

think about what they are writing and why they are writing as they are with the

implementation of author's craft (Wilson, 2016). Through the use of Bloom's taxonomy

and Bloom's Levels of Knowledge, students will use higher order thinking skills in order

to carry out a desired writing project at the first grade level.

The use of author's craft in writing. Mentor texts are a researched based form

of introducing author craft to students in primary grade levels (Gallagher, 2014; Herman

& Owles, 2014). Fountas and Pinnell recommend using established authors as a

mentorship for beginning writers (Fountas & Pinnell, 2017). Author's craft is referred to

as the way an author "portrays characters, uses dialogue, and organizes information"

(Fountas & Pinnell, 2017, p. 226). Through the use of shared reading, students will begin

to use authors as their mentors to write more thought-oriented and well-organized

narratives.

Author's craft gives writing depth and voice, and shows passion about what is

being written (Fountas & Pinnell, p. 2017). A few components of author's craft, such as

sentence structure, word choice, language and punctuation are developed through

effective and meaningful encounters with text that is easily connected to writing (Fountas

& Pinnell, 2017). Other aspects of authors' craft research recommends incorporating are

the following: interesting language, language play, poetic language, and emotional

language (Foutnas & Pinnell, 2017). Students need to be aware of other authors as

mentors so they are able to independently seek out books in order to continue expanding their writing throughout the years (Fountas & Pinnell, 2017).

The following are behaviors within the use of author's craft first grade students should exhibit by the end of the school year: First, making decisions about where on a page or in a text to place illustrations,. Next, explain and tell about personal experiences in a way that readers can understand. Then, use an interesting ending that leaves the readers satisfied or wanting to read more of your work. After that, using new and interesting words from a text in independent writing. Next, learn ways of using language from other texts, and lastly, tell one part or group of ideas on a single page of the text (Fountas & Pinnell, 2017). By providing students with rich mentor texts through shared reading experiences and allowing time for students to create independent writing projects, students will be able to attain multiple strategies and thinking skills that are required when thinking within, about and beyond a text (Fountas & Pinnell, 2018).

Through shared reading, students are able to revisit texts and become familiar with each author's writing style and then transfer that style into his or her own writing. When using shared reading as model texts for student writing, students can begin to deeply think about the texts and their purpose for being written, as well as how to use that text to create an independent narrative. The CCSS for writing support using mentor texts to create writing pieces as well; The following are CCSS in that support writing using mentor texts: write narratives with two or more appropriately sequenced events, details regarding what happened, temporal words to indicate event order, and provide a sense of closure (1.W.3) and contribute in shared research and writing tasks (1.W.7). Using the shared reading process to create independent stories shows how well readers understood

the text alongside expressing and expanding thinking when putting individual thoughts and ideas on paper (Fountas & Pinnell, p. 163).

Conclusion

Shared reading has many proven benefits to fluency and print concepts in a primary grade classroom, but there is more research and evidence approaching the surface regarding the benefits of shared reading as a writing coach as well. Shared reading provides students with rich mentor texts that supply a beginning, middle and ending such as the CCSS address alongside providing students with attainable rhythm and structure for their independent writing (NGA & CCSS, 2010). Shared reading provides opportunities for discussions about the comprehension of a text as well as speaking and listening about the author's purpose of composing and publishing a text. When thoroughly analyzing a text as a class, prewriting ideas begin to flow in student's minds which will in turn end up on paper in his or her own narrative text (Fountas & Pinnell, 2018; Wilson, 2016). Teacher modeling as well as peer writing and revisions can also be beneficial when implementing shared reading as a writing approach.

Pulling mentor sentences from those shared reading texts is an even more significant approach to providing students with a wonderful resource to use while independently writing. This can be done easily with sentence strips and magnets for the classroom whiteboard at the front of the room. This will allow students to become resourceful and have strong mentor sentences for reference at all times of the school day. This is another resource students will be able to reference throughout a unit or as a learning target is taught within the classroom and will easily be able to be added into independent writing. As research shows, shared reading has been a powerful force in

literature when teaching foundational reading skills, but more is to come from shared reading and how it affects our students writing, such as including author's craft in independent writing opportunities. Students are now expected to exhibit behaviors of understanding an author's purpose and the significance of how a text is organized. As students age, more use of author's craft is expected, so beginning to introduce and transfer this new form of thinking about writing is important in the primary grades. Using shared reading to do so is an intervention that is whole group as well as provides opportunities to enrich students at his or her independent level.

Methods

This study of student's creation of independent writing using author craft used a qualitative approach to analyze student use of author craft in independent writing from the use of shared reading texts. Students created independent writing pieces using mentor texts incorporated into shared reading in a whole group setting. Students had guidance and support at their ZPD to ensure independent writing was attainable.
The purpose of this study was to answer the following questions:

1. What happened when students were asked to implement author craft visited in shared reading into independent writing?

2. How did first graders use author craft in independent writing?

I developed a rubric to assess various aspects of their writing including writing conventions, sentence structure, spelling and the implementation of mentor author craft (Appendix A). Spelling, complete sentence formation and the use of author craft were each rated on an ascending scale of one to four, with one being the lowest score and four being the highest. The correct use of language conventions was assessed on a scale of

one to three with one being the lowest score and three being the highest score. When

using the scales provided on the rubric, a score of one reflects no knowledge of the skill,

two reflects basic and sporadic knowledge and use of the skill, three reflects a high

knowledge and use of the skill, and lastly, four reflects superior knowledge and use of the

skill. When looking at the convention scale, one reflects no knowledge or use of the

skill, two reflects little knowledge and use of the skill and three reflects superior

knowledge and use of the skill (using consistently in writing). For example, if a student

used capital letters throughout his or her sentences as if they were interchangeable with

lowercase letters, that student would score a one, because no knowledge of the correct

use of capital letters is noted. However, if that student were to include a capital letter at

the beginning of one sentence, but not at the beginning of another, that student would

receive a score of two. If the student began each sentence with a capital letter, he or she

would receive a score of three.

Sample and Population

I worked with one group of first grade students to complete the author craft

writing assignment through the use of shared reading. My first grade class consisted of

20 general education students, 10 of which were boys and 10 of which were girls. Shared

reading took place each morning from 9:10-9:30. There were two students who received

special education services in my class and five students that received speech services.

Two students in my class received Title 1 services for reading. This information helped

me to determine the appropriate level of supports to meet my students ZPD within a

whole group classroom setting. For example, if my highest leveled readers were

struggling to decode and comprehend the shared text, I could determine that I needed to

choose another text that was more accessible to my students' reading levels. Also, if my lowest leveled readers were able to decode each word at sight, I could determine that I needed to choose more challenging mentor texts.

Demographic and Setting

According to the 2018 Illinois District Report Card, there are 3,475 students enrolled in our district. This district lacks substantial diversity in relation to racial or ethnic background of students with 86.6% of students identifying as white. The remaining students identify as black (4.4%), Hispanic (3.4%), Asian (0.7%), American Indian (0.1%), Biracial (4.7%) and Pacific Islander (0.1%).

There are many outside influences that affect our students' educational experience. The majority (59%) of our district is considered low-socioeconomic status and these students qualify for free or reduced lunches. Two percent of our district's students register as being homeless and six percent are considered chronically truant. The high school dropout rate is two percent and the mobility rate is nine percent. With this being said our district's special education program services 16% of the entire district's student population. Our student to teacher ratio average for the entire district is 20:1.

Data Source and Instruments

To begin my unit, I will use *Oh, A Hunting We Will Go* (Langstaff, 1991) to measure students' schema on the use of author's craft. This will allow me to observe student thinking and student interaction with the text. Students will have opportunities to ask and answer questions about the text including the author's purpose for writing the text as well as any author craft that can be depicted within the text. The first book will

serve as a guide for determining author craft and the author's purpose for writing. This lesson will take place in a whole group setting on the carpet, and students will complete the reading and questions as a whole group.

After the first shared reading book is analyzed, but before students are asked to write independently, students will be given another shared reading book, *Where's The Cat* (Blackstone, 2003) in a whole group setting that will allow for a shared writing prompt to create a class storyline utilizing the mentor author's writing style. This lesson will also be completed as a whole group and I will model and ask for student input and ideas throughout the shared writing process.

Lastly, students will participate in a final shared reading lesson utilizing a third shared reading book, *Bobby's Zoo* (Lunn, 1989). This text will allow students to easily depict and analyze any author craft through the use of in, about, and beyond questions. The students will discuss the use of author craft within the text and then will be asked to create their own storyline with the implementation of the mentor author's writing style. This will allow students to use their schema and recall the in, about and beyond question discussion in order to create an independent writing sample.

Data Collection, Analysis, and Presentation

After the completion of this unit, students turned in their final draft of their independent writing sample. This served as a guide to base my future lessons around. Throughout the unit, I also took notes to serve as an analysis for each lesson so I could adjust or make any changes to the next lesson to cover any gaps the students may have been experiencing. I assessed their final writing pieces using the writing rubric inserted above. This unit took approximately four weeks. It took an additional week for assessment and

qualitative analysis of the data. In all, the total data collection time was approximately five weeks. Data was analyzed qualitatively. The rubric served as a guide for student writing and was used to assess the students' final draft of their independent writing project. This rubric provided effective information and data to answer the guiding questions for the study. Information and observations made during whole group lessons also served as data input to answer the guiding questions.

Findings

Throughout the implementation and assessment of the shared reading and writing activities, three data-based patterns emerged. First, students were able to complete the task of using a mentor text to influence independent writing. Second, the majority of students were able to use resources to correct his or her spelling. Lastly, students lacked the skillset of using correct punctuation at the closure of sentences. These three patterns are reported as well as described in detail below.

Using a Mentor Text for Independent Writing: Pattern One

Three main factors were directly related to the students being able to develop skills needed to independently write using a mentor text from shared reading lessons. Students enjoyed the shared reading mentor texts chosen and were able to engage with the texts due to their use of repetition, alliteration and picture clues. The shared reading lessons were planned intentionally with gradual release to the students. Lastly, modeling was provided for students to fully understand the task given. My extemporary observations showed patterns and trends that students were able to use the mentor texts presented during shared reading to independently write.

Student Engagement During Shared Reading. Students appeared to be both

engaged and motivated to participate during the presentation and revisiting of three

shared reading texts. Students were on task throughout the lessons and asking and

answering questions about each shared reading text used throughout the implementation

process of my research. All students were on task and read all three texts collectively.

Students were asked questions to promote thinking within, about and beyond the text for

each shared reading material used. Nearly half ($n = 8$; 40%) of students asked and

answered questions about the first shared reading text presented over duration of three

lessons. These questions included the following: What word does the author repeat in

this text?, How does the author keep you interested in this book?, What do you notice

about each sentence the author wrote within this book?, How does the title of this book

help us to know what the book will be about? , and do the illustration help you figure out

tricky words? Furthermore, when students were asked to create a sentence as a whole

group using the mentor text for guidance, over half ($n = 12$; 60%) of students raised their

hand to share their idea. These sentences created by students were shared aloud.

Fun and Engaging Texts. When planning how to best implement these shared

reading lessons, I very carefully chose texts that would promote the gradual release of

control and learning into the student's hands. All three chosen texts used author craft that

was engaging for students, as well as repetitive phrases that allowed students to easily

participate in reading the texts alongside their peers. The first texts, *Oh, A Hunting We*

Will Go (Langstaff, 1991) allowed students to become actively engaged with the wording

and the sequence of the text. This text used repetition that gave the students the

confidence necessary to successfully read aloud as a whole group. When engaging with

this text, students were given the opportunity to orally ask and answer questions connecting to the text. As a whole group, the text was discussed in detail including the author craft used and basic functions of the book, such as punctuation, title page and author.

The second text, *Where's the Cat?* (Blackstone, 2003) presented the students more opportunity to express themselves through writing. This book uses rhyming and repetition to create a fun storyline about a cat and other household animals that continue to find new places to hide. Students were able to read alongside their peers, ask and answer questions about the text, and contribute to a shared writing activity that incorporated the author craft used in the text. During the shared writing activity, students thought and shared about places the animals could be hiding if they were to write their own story. Some shared student ideas were the following: "The bug is in the rug", "The cat is in the hat", "The dragon is in the wagon", "The dog is in the log", and "The rabbit is in the cabinet"(Appendix B).   Alongside sharing ideas, we discussed how to properly construct a complete sentence including capital letters and ending punctuation. Modeling was a major component of this set of lessons to ensure students would have a strong foundation of skillsets when asked to complete the final assignment of the shared reading research.

Lastly, students read and engaged with *Bobby's Zoo* (Lunn, 1989). This book was a student favorite and was extremely engaging due to the use of alliteration and repetition throughout the text. In this text, the main character, Bobby, finds himself surrounded by animals in his home. The animals are essentially taking over his home as well as creating funny and imaginative scenes for the readers. This book was used to create an engaging

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discussion about what it might be like if these scenarios were to actually happen to them as well as how the author used craft to keep them engaged and wanting to find out what silly scenario was going to appear next. The students were then able to share their ideas about what animals could be placed in different areas of our elementary school. The students were asked to think of a location of the elementary school and then also think of an animal that began with the same sound as the chosen location. For example, one student shared the idea of having a "baboon in the bathroom". Another student shared the idea of having a "monkey in the music room". These ideas were shared amongst peers in a whole group setting. Students were then asked to write one sentence using an alliteration for "Riddle Zoo". This was checked by the teacher to ensure correct punctuation as well as capitalization. This would then serve as a guide for students during the final writing project (Appendix C).

Using resources for correct spelling: Pattern Two.

When utilizing the writing rubric I created, a continual pattern I noticed was the use of resources to use correct spelling within independent writing. Nearly half ($n = 8$; 40%) of students used a word wall to spell 100% of words correctly within his or her writing. Nearly half ($n = 8$; 40%) of students used the word wall sometimes but left out vowels in some words when they used inventive spelling, and a small amount ($n = 4$; 20%) of students included vowels in all words, but misspelled a consonant. Students have a personal word wall to use during writer's workshop, or any other time throughout the academic day that they feel the need to look up the spelling of a word when writing.

Personal Word Wall Use. The personal word wall is available to all students throughout each academic day. This word wall is kept in the students' writing folder, and

is used daily for writer's workshop. However, students are mentored to utilize their word wall during additional times of the school day if needed. This particular word wall displays 431 sight words and other commonly misspelled words (Appendix D). All words displayed on this word wall are categorized by alphabetical order for ease of student use.

Additional Classroom Resources. Students are made aware of resources that would be helpful to them throughout different components of the academic day. They are encouraged to utilize suggested resources in order to become more proactive about their own learning. Within the students' writing folders, an alphabet chart is also available. The alphabet chart displays the correct direction of letters as well as provides both lowercase and capital letters (Appendix H). A picture clue is given for each letter to help the students decipher between tricky letters as a self-correcting tool.

Students also have the alphabet as well as eleven color words on their pencil box top for easy referencing throughout the day (Appendix I). Students take their pencil box with them when choosing a flexible seating option, so this resource is readily available to them at all times of the day, even if their writing journal is not out. Additional posters and bulletin boards are instructed to be used as resources during writing time, such as the classroom calendar, anchor charts, spelling words and morning messages. Although students have a plethora of resources to use throughout the day, the personal word wall is the most commonly used.

Students Lacking Use of Punctuation at the Close of Sentences: Pattern Three

When scoring student writing on the final assignment using the rubric, it was evident that the exclusion of punctuation at the close of sentences was a major pattern

within student writing. The omission of end punctuation is what students were scored poorly on the most, when looking at the data gathered from the rubrics. Students were given many opportunities to visualize a complete sentence and correct their incomplete sentences throughout the use of modeling and practice work.

Effectiveness of Modeling. Students were given a solid foundation to build their ideas from during the use of the teacher modeling. Modeling was demonstrated throughout the entire research and allowed students to practice as a whole group with additional thoughts and ideas rather than only their own. I began modeling during the first lesson when I read the text aloud and gradually released the learning into the hands of the students. Throughout the duration of the lessons, I modeled writing sentences using author craft, as seen in Appendix E. This showed students what was expected of them in future assignments as well as allowed them to practice within their ZPD with this new skill.

Next, I modeled using one sentence incorporating alliteration during the last text. Modeling this skill was very beneficial because students were then asked to perform this same skill independently. If modeling did not take place, many students would not have been able to successfully compose a sentence with alliteration. This skill was necessary for future assignments within this text. Students then used this skill formed through modeling to create additional sentences with alliteration to form a book. Modeling using author craft was extremely important and effective throughout these lessons because new skills were taught and were eventually independently performed. Without effective modeling, students would not have been able to attain the goals set before them and would have reached frustration very quickly, causing them to not achieve their best work.

Effectiveness of Scaffolding. Scaffolding was crucial to this research because the students were learning many new skillsets. Without scaffolding, students would have been expected to perform these tasks independently with no guidance. The results would have been extremely poor, due to the students lacking background knowledge of the skills performed. Alongside modeling, scaffolding took place throughout the duration of the research in order to promote independence when it was needed. Scaffolding throughout the lessons also ensured students understood what was asked of them and that they were able to meet the goals set before them.

Throughout the lessons I used scaffolding in many different ways, but the following are a few that were evident to the students. First, during the read-aloud of the shared reading texts, I first read the entire story aloud as the students followed along. They were then given time to ask and answer questions pertaining to the text. The following day, the students were asked to join in on the reading, and we read the text together. This allowed students to still have support as they read, but also more responsibility. On the last day of each book, the students were asked to read aloud on their own as I pointed to the words. This freedom increased the amount of participation from students as well as decreasing student insecurities about reading.

Second, scaffolding was used throughout the writing extension activities. A foremost example of scaffolding being implemented was through the final project during the research. Modeling was used first to display expectations; then the students were asked to write one sentence with alliteration before being asked to write an entire book using alliteration. The use of scaffolding during this activity eased the students into the

final project and made them feel more secure about their writing, rather than asking them to write the entire book with alliteration without practice.

       Importance of Practice Work. Practice work was very important throughout the process because this allowed the students time and opportunities to practice the new skills taught. Students were given practice work in a variety of ways; class practice work was given as well as individual work. The class practice work was given in a whole-group setting during the shared reading lesson. Whole class practice work was assessed both formally and informally. For example, student input from asking and answering questions was used as practice work. Students also completed practice sentences and stories using the selected author craft in a whole group setting. This form of practice work was completed before any individual practice work was introduced.

       Individual practice work was introduced with the last text used throughout the research. Students had already seen modeling from the teacher, worked as a whole class to complete tasks, and now were being asked to use the knowledge presented throughout the lesson to perform an individual task. The practice work presented was simple and directly related to previous practice work completed within the research. Students were asked to write one sentence using an alliteration, as the author of *Bobby's Zoo* (Lunn, 1989) had. Modeling was also included in this lesson prior to students completing the practice work individually. Expectations were set clearly as well as how students were to construct their sentence utilizing the author craft. This individual work was the last form of practice work before the final assignment of writing their own form of *Riddle Zoo*, in which they incorporated their practice sentence.

Effectiveness of Correcting Practice Work. Students were able to correct all practice work to ensure the expectations were met leading up the final assignment. During individual conferences, students were given areas for improvement and were able to correct these specific areas with my guidance. This was extremely effective because students were asked to fix any mistakes, instead of just being told what mistakes were made without the opportunity to correct them. This also helped the students with the final assignment because they were able to implement their corrected practice sentence into their final book, *Riddle Zoo*. This ensured that one sentence of the five was correct, which raised their final score on the rubric. The students also, then, had a guide to remind them how to correctly write the additional sentences for the final assignment.

Problems with Absences, Move-Ins and Refusal. Throughout the duration of the research, there were factors that affected student work in negative ways. Students were absent during several lessons, one student moved to our district and joined our classroom and two students refused to complete work independently. Throughout the three texts and accompanying lessons, at least one student was absent for more than half of the days the lessons were presented. These students then missed effective modeling, scaffolding and time for independent work. Students were taught individual mini-lessons covering the subject matter taught during his or her absence, but did not receive the entire lesson as the rest of the class did.

Also, we had one student move in to our classroom during the time period of the research. This student was unfamiliar with all tasks being completed and was not able to catch up effectively to her peers. This student performed at a lower rate than her peers on the final assignment due to this limitation. Throughout the research, two students refused

to complete assignments independently, which obstructed the entire learning environment for all other students. During the time of their refusal, other students were not able to continue working at the best of their ability due to the two students being disruptive. These two students were asked to complete their work alongside the teacher, and needed additional support to do so. Due to these students working alongside me on their assignments, the data is not accurate because these two students did not work independently as the rest of the students did.

      Student work samples. I chose five students with differing scores to display as my student work samples. These five students scored well in different areas and low on other areas. See the following figures of student writing rubric and work samples to compare and contrast work. All student names used within this study are pseudonyms.

Use of Author Craft	1	2	3	4
Uses word wall and/or other resources to correct spelling.	Written words on word wall do not include vowels.	Written words on word wall include vowels, but not all.	Written words on word wall are spelled correctly most times.	Written words on word wall are spelled correctly at all times.
Writes using complete sentences.	Sentences are one word.	Sentences include wither a subject or predicate.	Sentences include a subject and predicate.	Sentence is well-thought, detailed, and complete.
Uses the mentor text craft within writing.	Student shows no knowledge of author craft.	Student can depict craft, but not able to implement in writing.	Student shows signs of craft, but not regularly.	Student uses craft thoroughly through writing.

Beginning and ending sentences	1	2	3	
Uses capital letters to begin each sentence.	Shows no knowledge of capital letters to begin sentences.	Uses capital letters to begin sentences sometimes.	Uses capital letters to begin each sentence.	
Uses correct punctuation.	No end punctuation is used	Punctuation is used sometimes, but not always correct.	End punctuation is used correctly after each sentence.	

Figure 1 Chloe's writing rubric. This rubric displays the amount of points Chloe earned based on her writing using mentor texts and author craft.
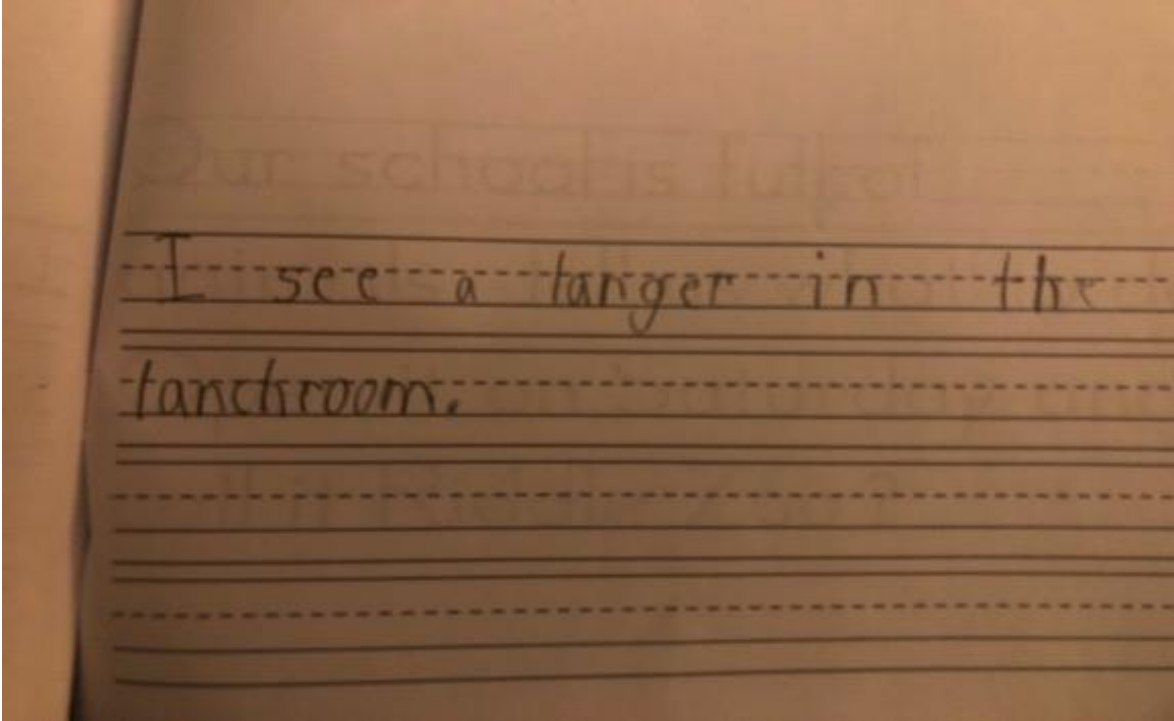
Figure 2 Chloe writing sample 1. Chloe earned all points for this sentence because she

began with a capital letter, used correct spacing and spelling, and completed the sentence

with correct ending punctuation. Chloe also used the model within the mentor text to

guide her use of author craft.

I see a milluped in the music room.
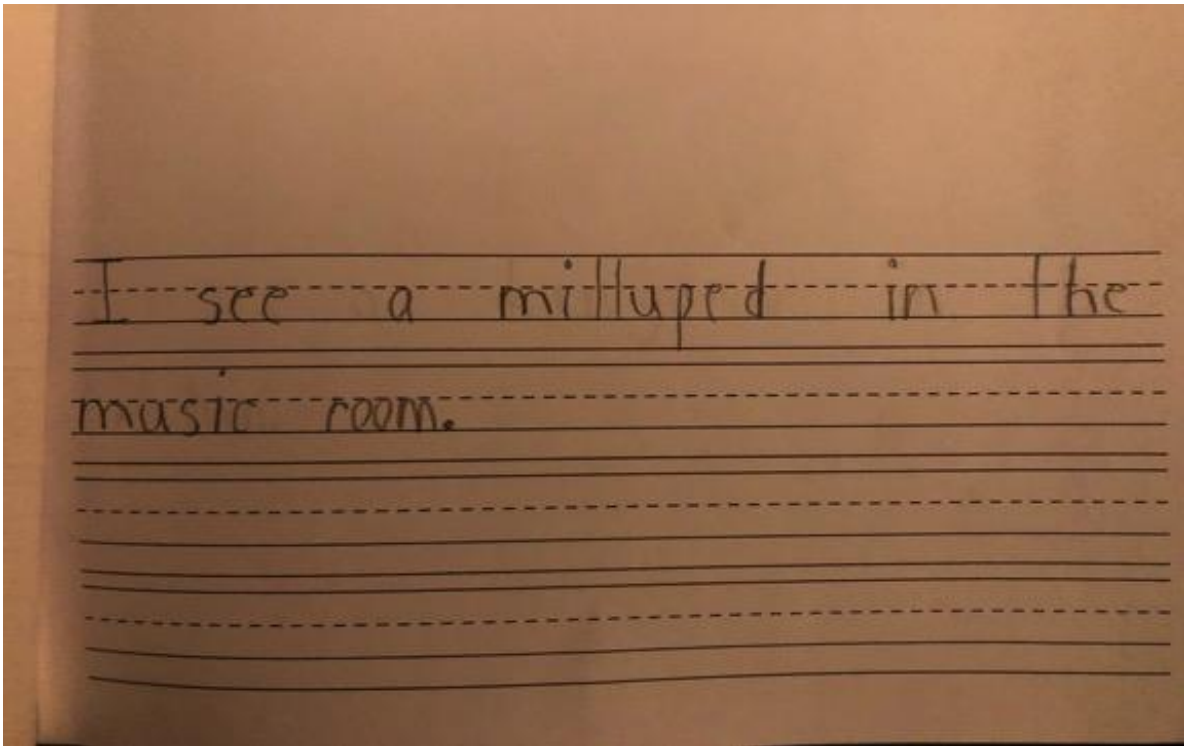
Figure 3 Chloe writing sample 2. Chloe, again, followed directions from the mentor text to create an alliteration. She used all sentence conventions correctly as well as using creative thinking within her writing by using this word "milluped".
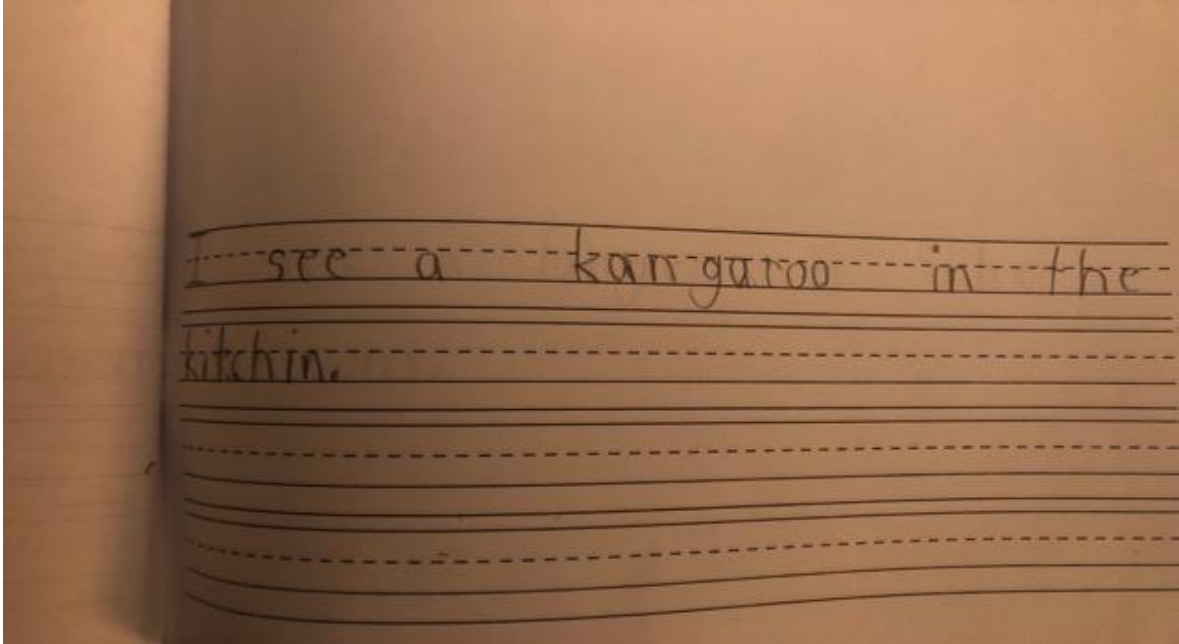
Figure 4 Chloe writing sample 3. Chloe showed expertise in the skill of using a mentor

text to wirite independently during this writing activity. She used alliterations in all of

her sentences as well as used correct sentence conventions when composing her writing.
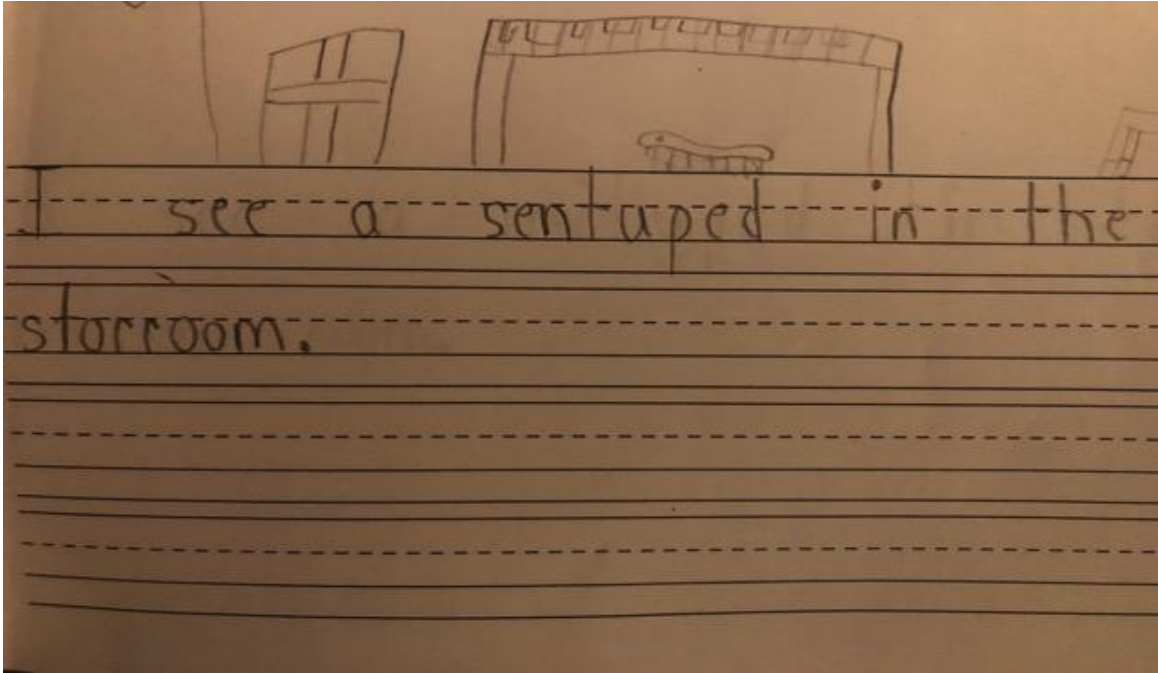
Figure 5 Chloe writing sample 4. Chloe used inventive spelling in order to spell

"storeroom", but I was able to depict meaning from her sentence.   She used all sentence

conventions correctly in every sentence as well as used creative animals and insects that

allowed her writing to stand out among others.

Chloe wrote very well-composed sentences on her final assignment. She

correctly spelled all sight words and used inventive spelling for tricky words with no

phonics pattern, such as "kitchen". Chloe scored in the highest rating for all components

of the rubric, except for all words being spelled correctly. However, Chloe's use of

inventive spelling was acceptable enough to be able to read what she was trying to

convey through her writing. Chloe used conventions perfectly within her writing, using a

capital letter and period in each sentences correctly. Chloe's writing was also very

unique because she was able to think of different animals than all other students. This

made Chloe's book enjoyable to read and score. Overall, Chloe did a fantastic job of

following the set procedures in her writing and included the author craft beautifully.

Chloe was working the entire time that was allotted for this assignment, and I was proud

to see that her writing reflected wisely used time.

Notes/ Comments:

Writing Rubric

Name: Saphrin   Date:_____

Use of Author Craft	1	2	3	4
Uses word wall and/or other resources to correct spelling.	Written words on word wall do not include vowels.	Written words on word wall include vowels, but not all.	Written words on word wall are spelled correctly most times.	Written words on word wall are spelled correctly at all times.
Writes using complete sentences.	Sentences are one word.	Sentences include wither a subject or predicate.	Sentences include a subject and predicate.	Sentence is well-thought, detailed, and complete.
Uses the mentor text craft within writing.	Student shows no knowledge of author craft.	Student can depict craft, but not able to implement in writing.	Student shows signs of craft, but not regularly.	Student uses craft thoroughly through writing.

Beginning and ending sentences	1	2	3
Uses capital letters to begin each sentence.	Shows no knowledge of capital letters to begin sentences.	Uses capital letters to begin sentences sometimes.	Uses capital letters to begin each sentence.
Uses correct punctuation.	No end punctuation is used	Punctuation is used sometimes, but not always correct.	End punctuation is used correctly after each sentence.

Figure 6 Saphrin writing rubric. This rubric displays the amount of points Saphrin

earned for her independent writing after completing a unit on using author craft through

shared reading mentor texts.
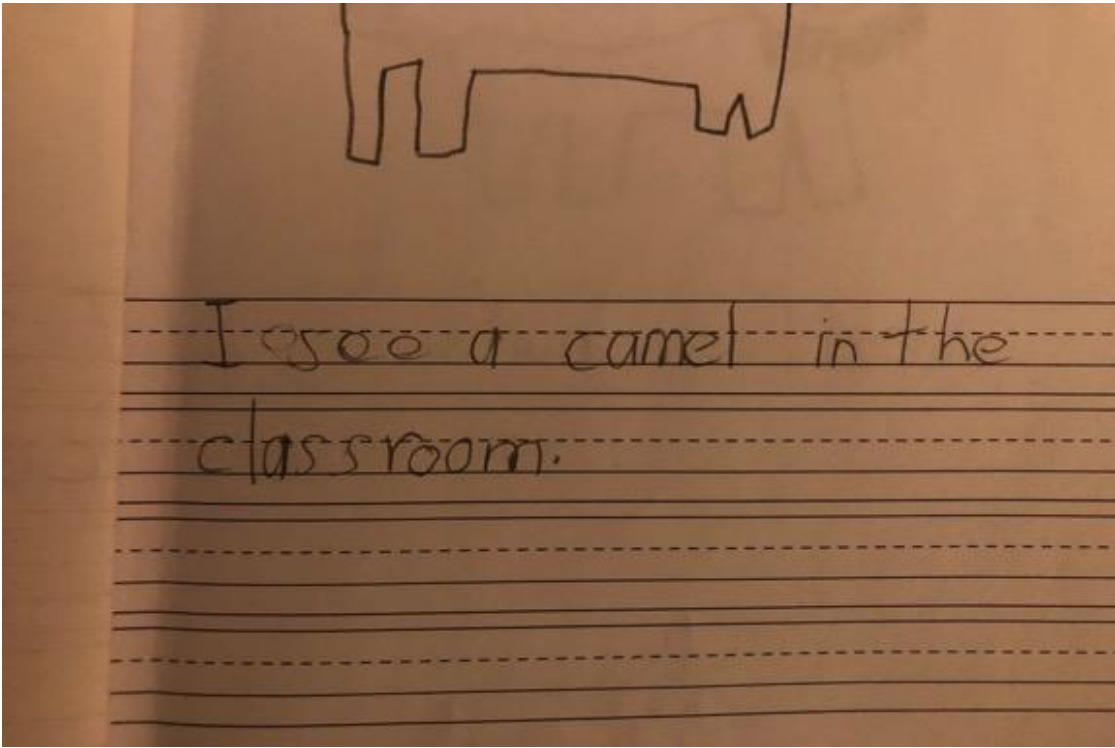
Figure 7 Saphrin used all sentence conventions correctly and earned all possible points

for the construction of this sentence. She used the expected author craft as well as

spelling all words correctly. This tells me she used resources within the classroom in

order to complete this individual writing assignment.
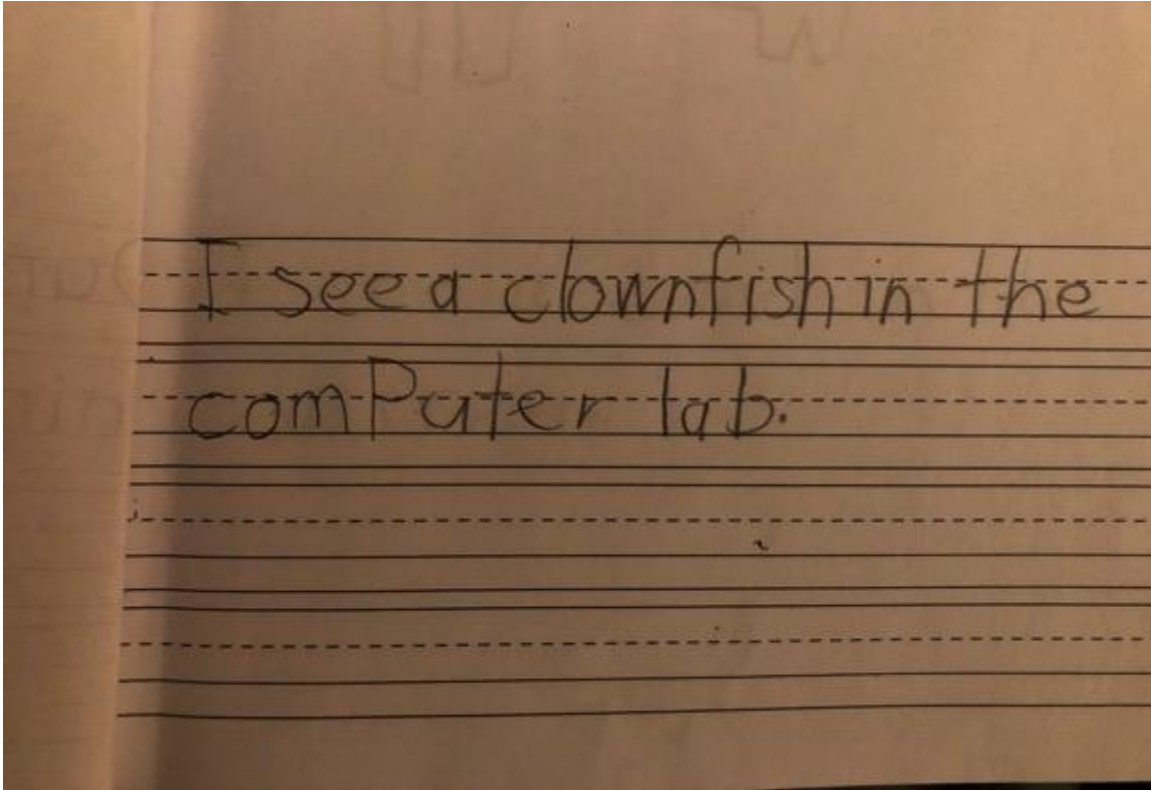
Figure 8 Saphirn writing sample 2. Saphrin used her resources again when constructing

this sentence. She was able to include all sentence conventions correctly and accurately.

She also used appropriate spelling when writing this sentence independently.

Saphrin scored as high as possible on her writing rubric. She used conventions

perfectly in her writing as well as spelled all words correctly. Saphrin had her individual

word wall out during writing in order to ensure she scored well on spelling. Saphrin used

her resources well alongside making sure she included author craft as was expected.

Saphrin made sure to use the rubric as a guide on this final assignment in order to score

with the highest points possible. Saphrin was able to score all points possible on the

rubric, making her final project a perfect writing piece. I enjoyed scoring Sahrin's work,

because I knew she had used her word wall when writing and she remembered to use

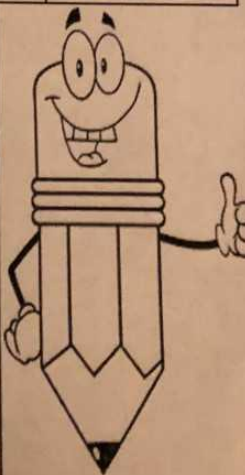sentence conventions correctly throughout her entire writing.

Figure 9 Emmalee's writing rubric. This rubric represents Emmalee's points earned for her independent writing assignment at the conclusion of the shared reading unit focused on utilizing author craft. Emmalee did not score all points for the use of correct punctuation, but scored relatively high in all other categories.
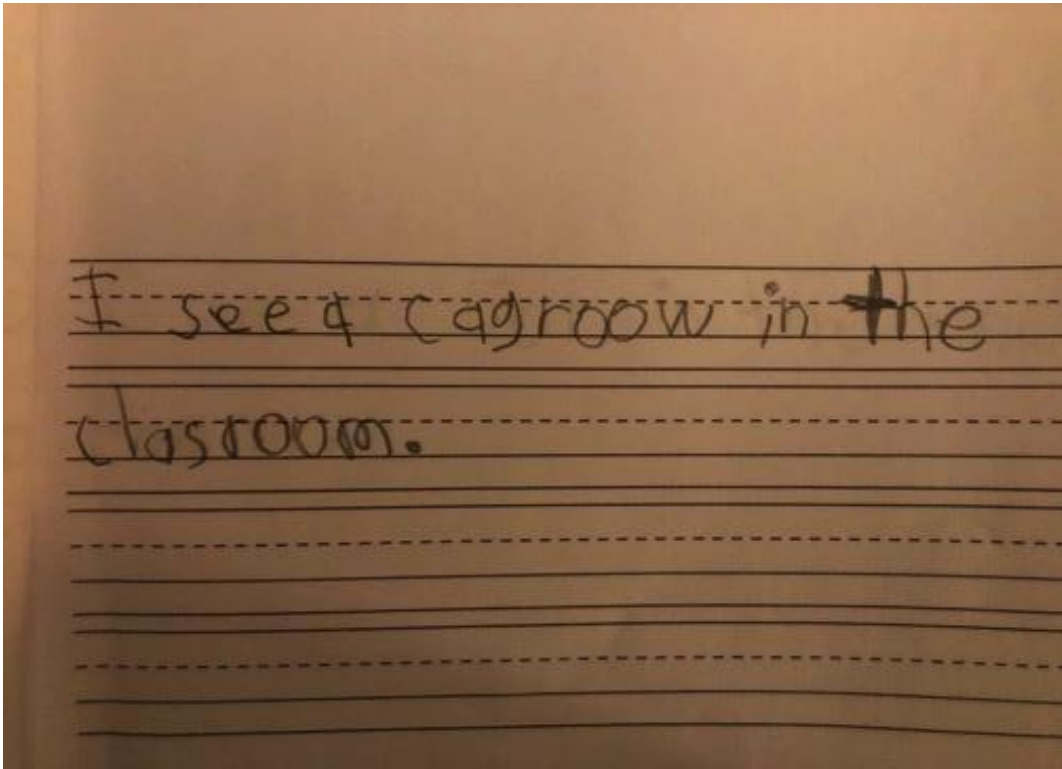
Figure 10 Emmalee's writing sample 1. Emmalee used inventive spelling for all words that were not in her sight word vocabulary. She connected sounds to letters, which is an impressive starting point in the first grade. She also used correct sentence conventions in this writing unit.
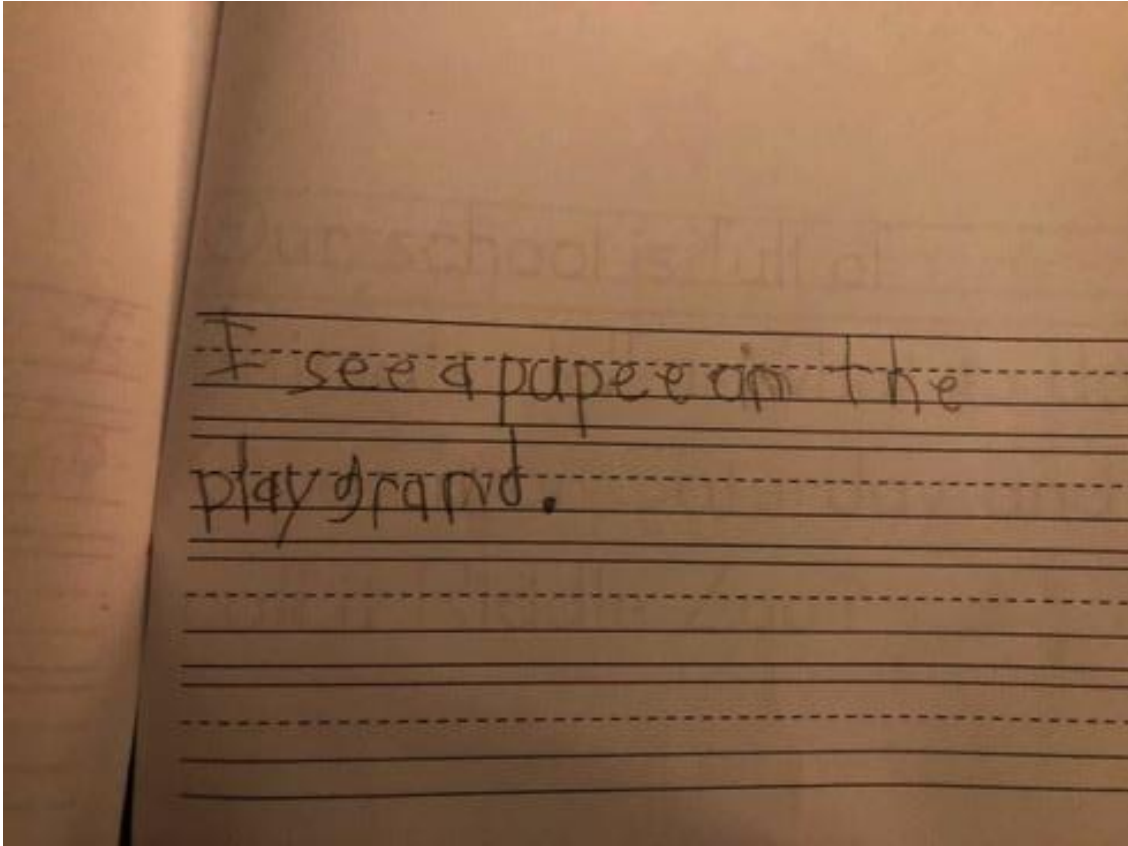
Figure 12 Emmalee writing sample 2. Emmalee correctly spelled all sight words in this

sentence, similarly to the first sentence. However, she is still using sounds to spell words,

rather than memorization of spelling patterns. She did, however, use correct sentence
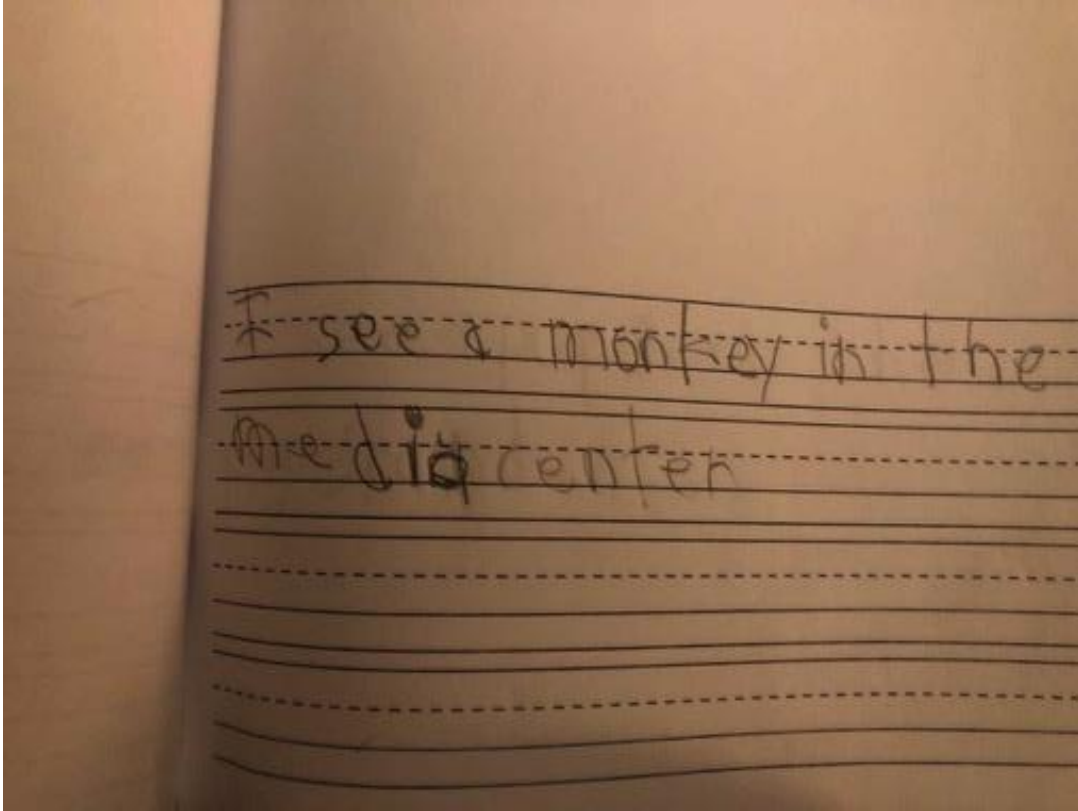
conventions for this sentence.

Figure 13 Emmalee writing sample 3. Emmalee used all correct spelling during her composition of this sentence. She did, however, omit ending punctuation from this sentence, cause her to not score as highly as possible on her writing rubric. A word wall was used as a resource in order for her to correctly spell the difficult word, "center".

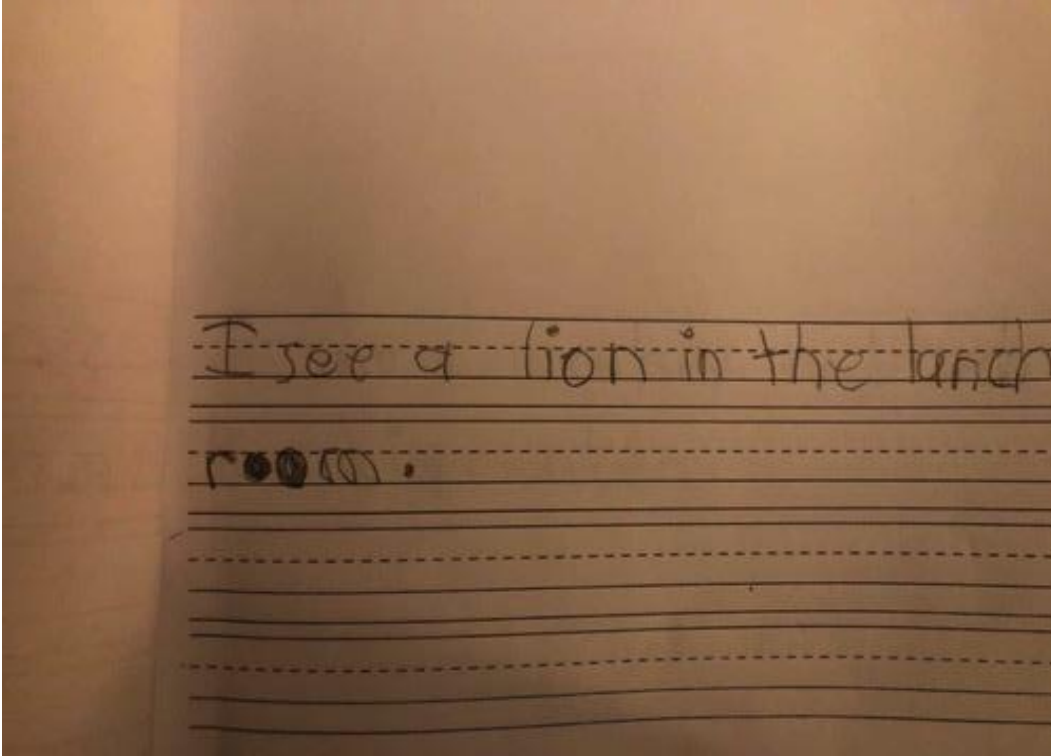*Figure 14* Emmalee writing sample 4. Emmalee used the correct spelling for all words in this sentence. She did not write "lunchroom" as a compound word, which is typical for first graders who are still using inventive spelling often during independent writing. The correct use of sentence conventions was implemented throughout the composition of this sentence.

Emmalee did a nice job following expectations for the final assignment accompanying my research. However, Emmalee did not score as high as possible in two categories. Emmalee used inventive spelling, rather than resources when writing her book. An example of this is shown in Figure 12 when Emmalee writes "cagroow" instead of "kangaroo". She also omitted ending punctuation within her writing on one sentence. This may have been caused by rushing, as Emmalee was still working on her writing after the allotted time was over. Emmalee used author craft well within her

writing, and scored all points possible in this area. Emmalee followed expectations well, but may have been rushed to finish due to her not using her time well at the beginning of the assignment.

Figure 15 Seth writing rubric. Seth scored high in all categories except for the use of correct punctuation. Seth omitted all ending punctuation throughout his independent writing assignment. With more practice and constant reminders, I feel that Seth will improve in the skill of including ending punctuation when composing independent writing.
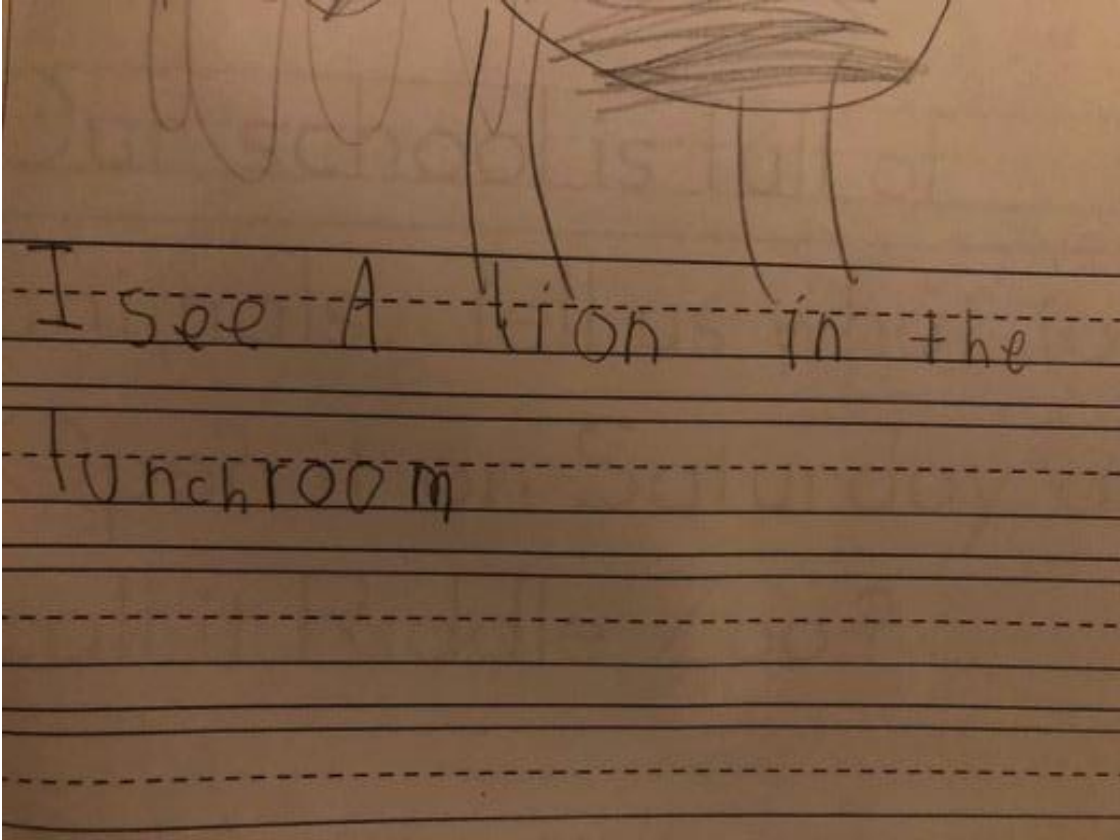
Figure 16 Seth writing sample 1. Seth followed the expectations for implementing author craft into his independent writing, but omitted the ending punctuation. He spelled all words correctly without using his word wall as a resource.
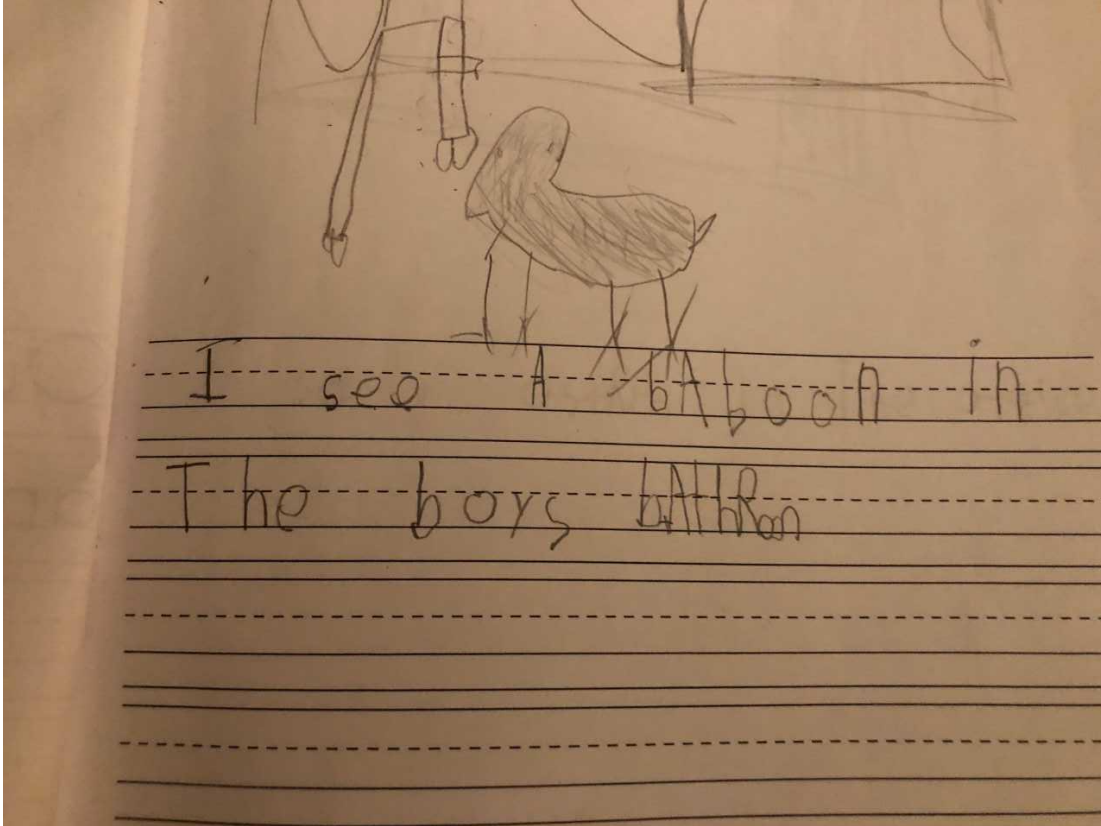
Figure 16 Seth writing sample 2. Seth utilized all correct sentence conventions except the correct ending punctuation. This is reflected on his writing rubric. Again, he used correct spelling with the exception of the word "bathroom". Seth followed the author craft that was used in the mentor text as well.
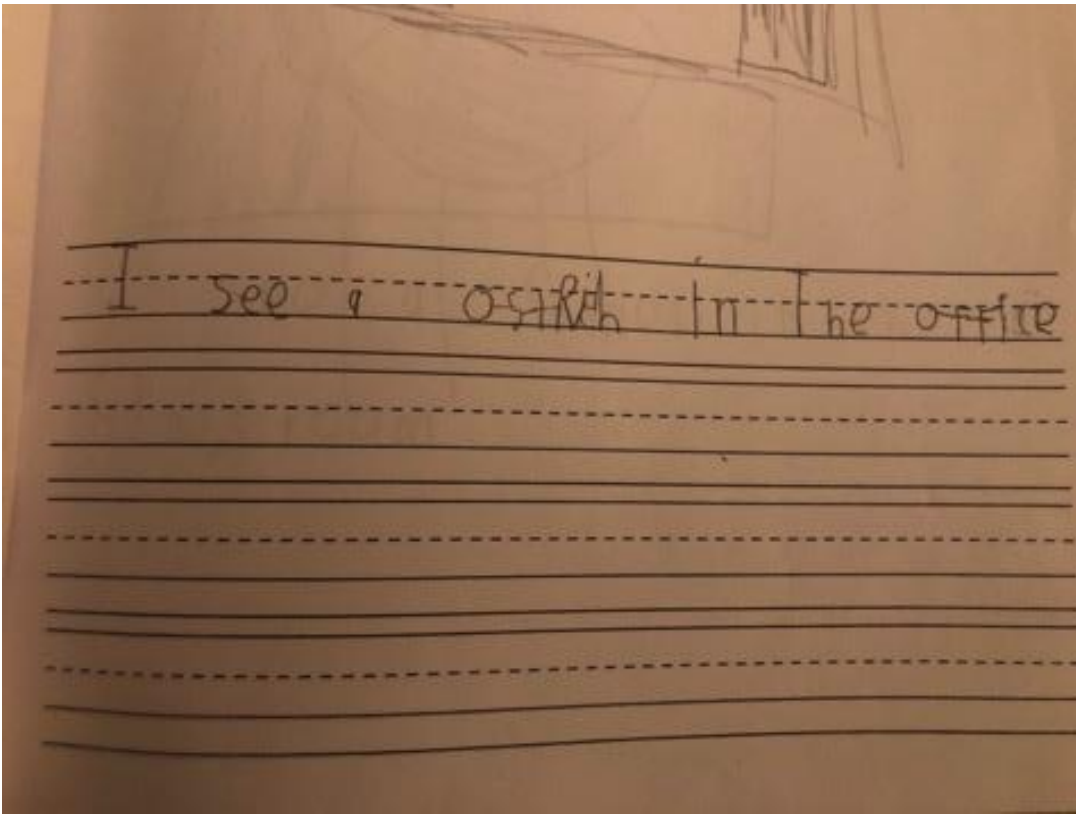
Figure 17 Seth writing sample 3. Seth used inventive spelling in order to spell the word

"ostrih", but spelled all other words correctly. Seth has a large sight word vocabulary,

which is reflected in his spelling. He omitted ending punctuation in the composition of
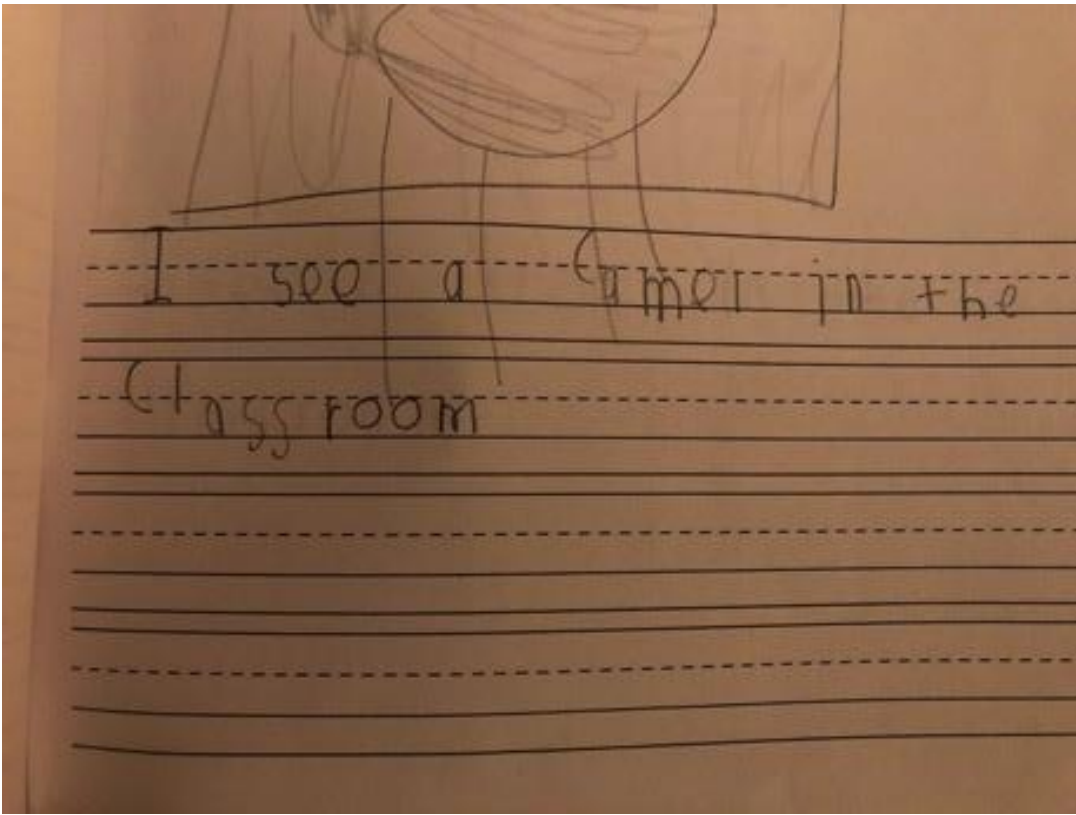
this sentence.

Figure 18 Seth writing sample 4. Seth did a wonderful job of constructing this sentence using author craft and alliteration. He used correct spelling and all correct sentence conventions, except ending punctuation. He did not use any ending punctuation, which is shown on his writing rubric.

Seth did a very nice job in his writing, but omitted ending punctuation in all sentences of his final assignment, so he scored in the lowest category possible in this area. Punctuation omission is a common trend in all of Seth's writing, so this does not show me he was rushed, but instead that he needs additional practice with this skill. The rest of his writing was done very well. Seth used his resources in order to spell words correctly and used author craft perfectly in each sentence. Seth followed all expectations of the assignment, with the exception of using ending punctuation.

Figure 19 Ashton writing rubric. Ashton scored the maximum amount of points in all areas of the writing rubric. He followed expectations and did so confidently. Ashton had perfect punctuation throughout his independent writing as well as using the suggested author craft framework for completing the writing assignment.
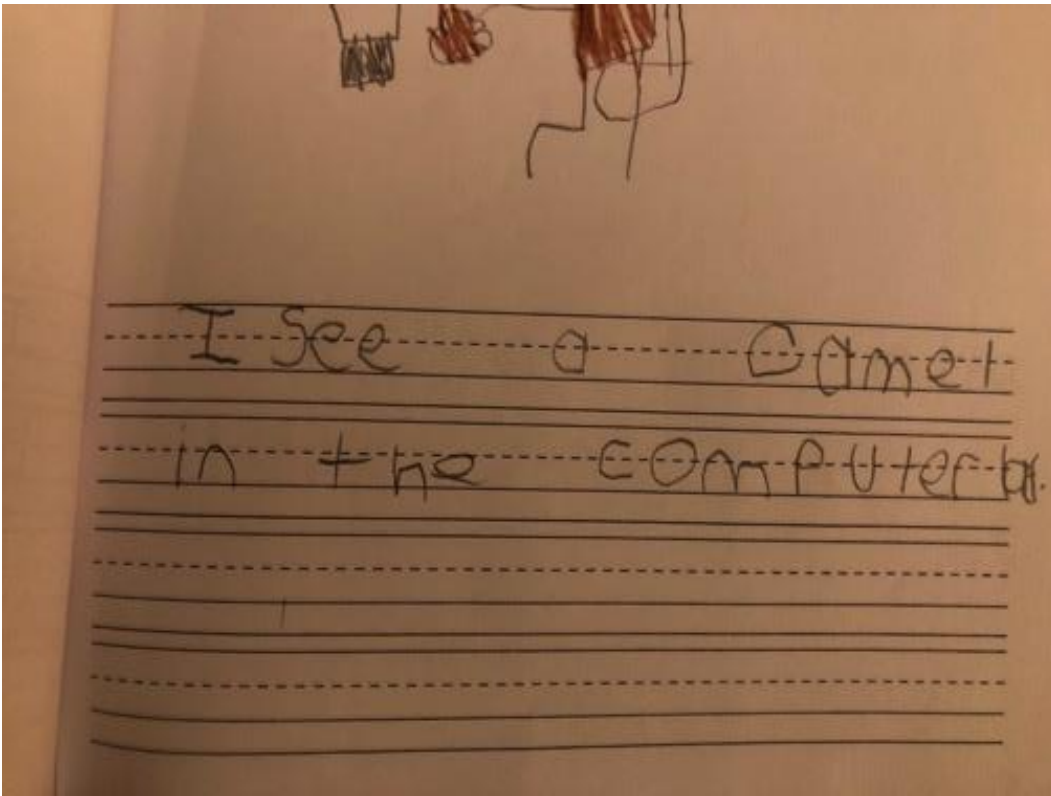
Figure 20 Ashton writing sample 1. Ashton implemented the correct use of sentence

conventions within this sentence. He also did not need to use inventive spelling in order

to sound out difficult words, such as "computer". He did, however, use his personal

word wall in order to spell this word accurately.
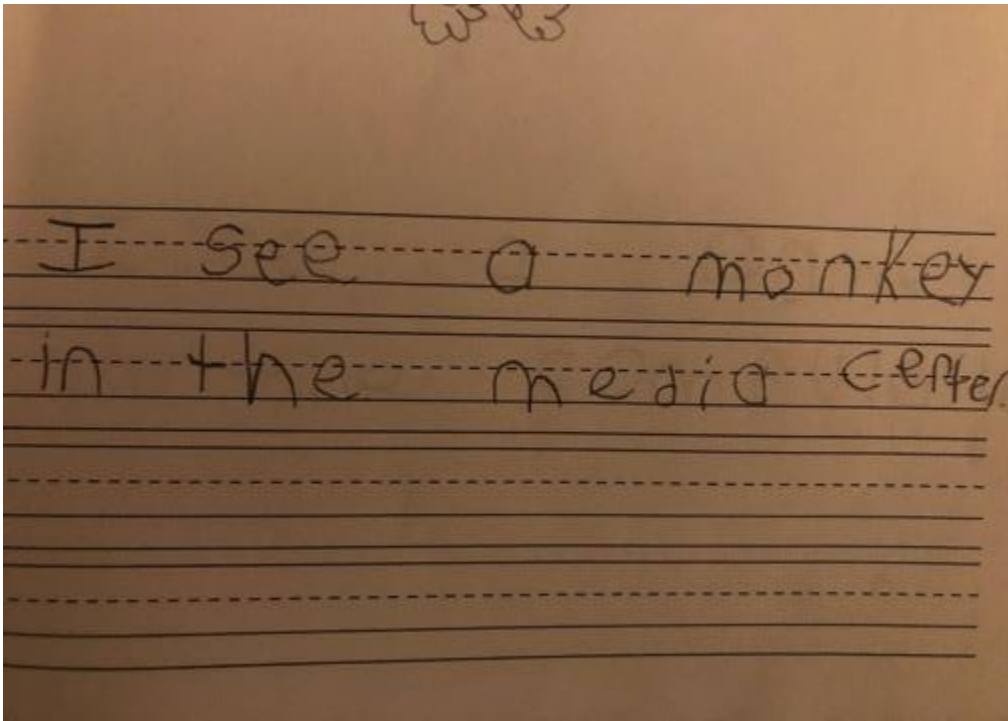
Figure 21 Ashton writing sample 2. Ashton used the author craft suggested from the mini

lesson in his independent writing, which required the use of alliteration. He also added

the correct use of sentence conventions throughout the composition of this sentence. All

spelling was correct with the use of his personal word wall. Ashton received all points

possible for this sentence.
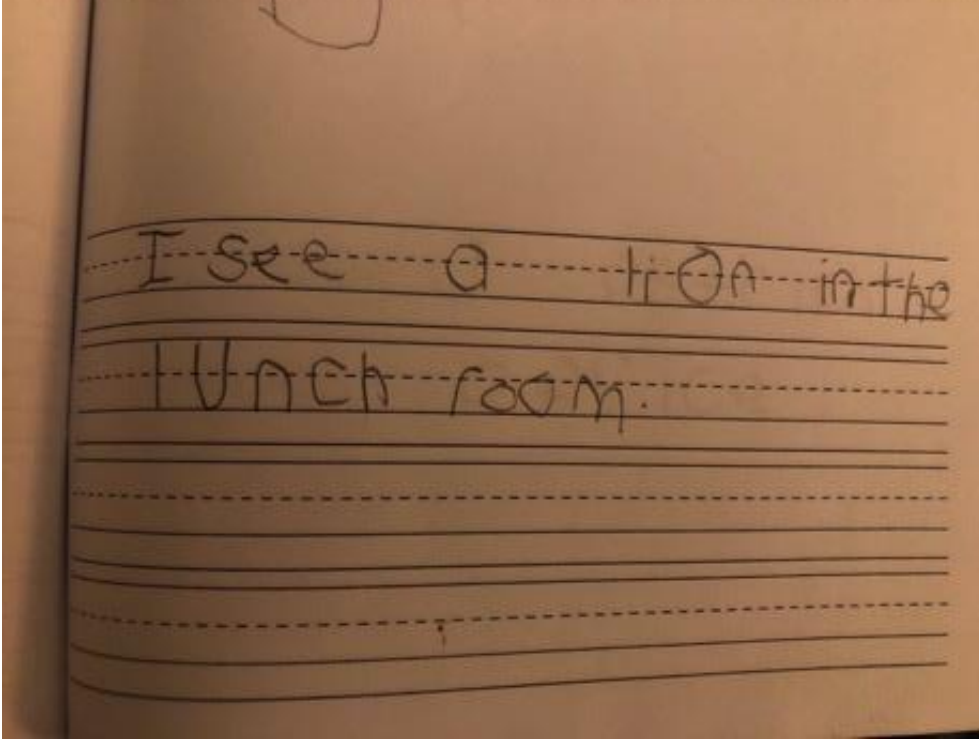
Figure 22 Ashton writing sample 3. Ashton received all possible points for the

construction of this sentence. He did not use inventive spelling and added all correct

sentence conventions within his writing. He also use alliteration, which was a main goal

of the independent writing assignement.
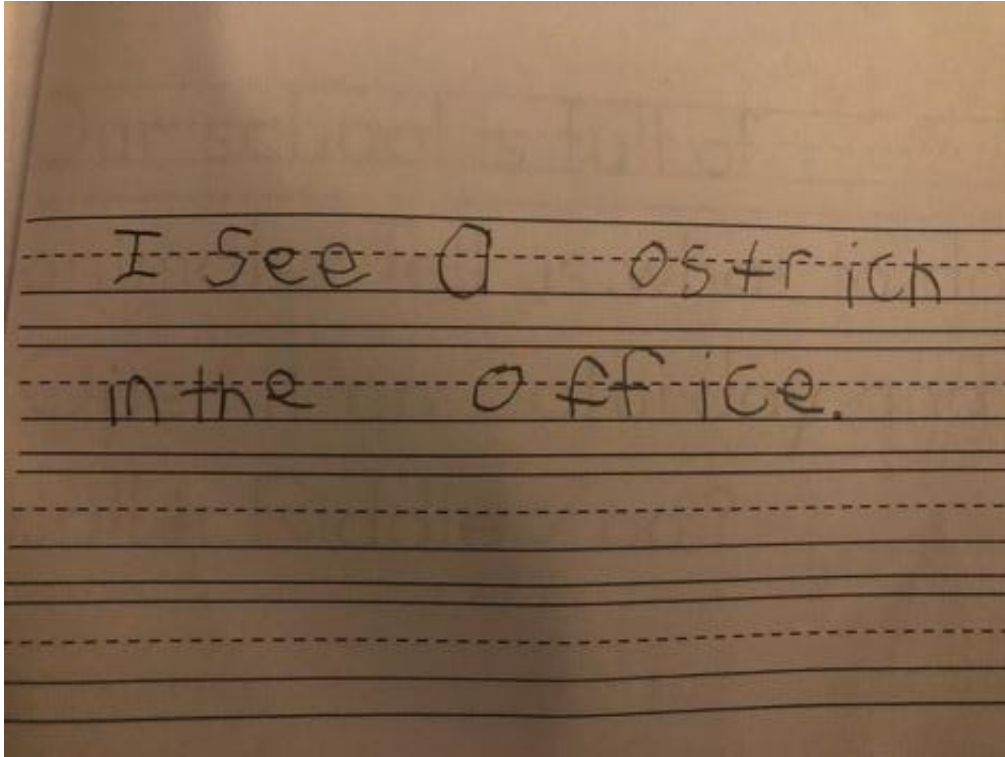
Figure 24 Ashton writing sample 4. Ashton used all correct sentence conventions as well as correct spelling throughout this sentence. He did not use "an" with the word "ostrich", but that is typical for a first grader. Ashton used his resource (personal word wall) in order to correctly spell the word "office", as that is not a typical sight word for a first grader.

Ashton scored perfectly on his writing rubric. His writing reflected knowledge of all areas of the rubric. Ashton did a nice job of using author craft in his writing as well as using his resources to spell words correctly. Ashton used his individual word wall to spell words he was unsure of. His word wall was the first item he had at his workspace before even gathering his pencil or writing paper. This tells me Ashton was intentional about using his word wall in order to score in the highest category on spelling. Ashton remembered to insert all writing conventions as well, which allowed him to score in the

highest category of these areas also. Ashton gained all points possible on the writing

rubric for his final assignment within the research study.

Discussion

Throughout the research unit, patterns and trends appeared within student work.

There were a variety of factors that influenced the successfulness of students during

independent work time throughout this research. Students were always given a purpose

for their work as well as the standard they would be focusing on. Also, students were

given many opportunities to succeed through a balanced approach of whole group and

individualized instruction in order to meet the needs of all students in the classroom. The

length of each mentor text was planned intentionally and I made sure to allow students to

discover their own meaning and answers throughout facilitation and guidance. Students

were set for success on their final assignment due to the implementation of individual

conferences to discuss areas of strengths and weaknesses; students were also given the

opportunity to correct practice work leading up to the final assignment to ensure they

each had a correct model to use during the final assignment. The students were given

many opportunities to become successful during this research unit, and the patterns and

trends reflected growth throughout the duration of the unit.

Significance

The significance of this unit was to build student writing using mentor texts in a

variety of settings. Students were allowed time for practice work as well as many

opportunities for modeling using author craft. This research unit gave students

opportunities to be creative with independent writing with more individualized

instruction as the unit progressed. Students were given whole group instruction and

independent instruction through conferencing and guiding to meet the goals of this unit.

Not only were students engaged, but they were able to take ownership of their own

learning, which had a major impact on student performance.

Length of the Unit. The unit implementation lasted three weeks and

three days, with each week focusing on one mentor text using author craft. Within each

week, the modeling and extension activities were completed. However, the last text,

Bobby's Zoo (Lunn, 1989), lasted roughly a week and a half because the students were

asked to complete a larger task extending from the text. After the students had completed

the final project, I reviewed and scored the student-written books, which took me an

additional two weeks. In all, my research lasted a duration for five weeks and three days.

This time limit was significantly close to the projected timeline I had planned before

beginning the research.

Role of Facilitator. The role of the facilitator or teacher throughout the

research was to provide students with rich mentor texts that modeled author craft. Also,

the facilitator's purpose was to provide students with questions that would deepen

thinking as well as allow students to utilize all tiers of Bloom's Taxonomy. During the

implementation of texts, the facilitator read the texts aloud with a gradual release of

power to meet the students' ZPD. The facilitator also encouraged discussion from the

students after each reading. When students are using the different levels of Bloom's

Taxonomy, the facilitator should be encouraging student thinking and growth, instead of

giving students the answers. As the facilitator, I met with students individually in order

to help each student attain goals that were specific to him or her as well as guiding each

student to the end goal of the research with individualized instruction. As students had

questions I answered them, but never told them there was only one way to attain the final project. I allowed student creativity within all assignments and work in order to let the students guide their own learning.

Individual Conferences. Students met with me to correct and perfect their practice work as well as to conference about the final assignment. Students were given an individual conference to work on skills specific to them, and to discuss what was done well alongside areas for improvement within their writing. Conferences lasted between five to seven minutes for each student depending on the amount of discussion points; students were each given at least two conferences throughout the duration of the practice work. Some students received individualized instruction to complete the practice work and assignments due to behaviors or additional individual needs, such as low confidence or instructional needs.

Initial individual conferences were held after the completion of the practice sentence extending from *Bobby's Zoo* (Lunn, 1989); these individual conferences had the purpose of working with each student to correct any mistakes he or she made when writing the sentence, as well as checking for the correct use of author craft. Students were then able to reflect and correct their work with me during the conference to ensure it was done correctly. During the second individual conference, students were able to speak with me about the sentences they chose to write for the final assignment and reflect on the scores they were given for each category of the rubric. The second conference with students typically lasted longer than the first conference. I feel that this final conference was necessary for students to see that they did improve in areas we had

previously discussed, but also to be explicitly shown where their individual strong areas were and their areas for improvement with seeing the rubric as a visual aid.

Student Choice and Creation. Students were encouraged to create their own ideas during practice work time, whether this be in a whole-class or individual setting. When writing ideas on chart paper during the second mentor text, students created their own ideas and sentences within the guidelines of using the author craft presented in the text. Allowing students to choose what they wrote about and create their own ideas, it gave the students more ownership of their own learning. This also ensured all tiers of Bloom's Taxonomy were used, which deepens student thinking.

For the final mentor text's extension activities, students were encouraged to create their own book about animals within different areas of our elementary school. This allowed endless opportunities for choice and creation within writing, and students were engaged the throughout the entire duration of their work time because they were excited about what they were inventing on paper. It was interesting to read which animals and areas of the school each student chose, because many students were able to think deeply and create extremely imaginative scenes within their independent writing.

Technology Implementation. Technology was utilized throughout the duration of the research. The major sources of technology that were employed were the document camera and the Smart board. The document camera and smart board were used in conjunction to display modeled sentences on the writing paper the students would be given in order to set expectations. These forms of technology were also used to display the rubric to the entire class while explaining in detail what would be graded for the final assessment. The school's teacher computer was used to create the rubric on

Microsoft Publisher and was used to run the software necessary for the Smart board and document camera.

Limitations

Several limitations impacted the results of the study. First, student behaviors were a factor in the completion of student work because student refusal was evident as well as some students disrupting others during group and individual work. Student behaviors happened during each lesson, and continued until the point of refusal. Two students refused throughout the research, which led me to work on their independent work alongside them. Even though I tried to keep them on task, they were very distracted as well as distracting to other workers.

Next, student absences were an evident limitation on my research. Due to the timeline of my research, lessons were not able to be retaught for those students who were absent, so these students did not receive all instruction. Mini-lessons were taught as a review of the previous day's lesson, but the entirety of the lesson was not able to be taught again. This may have impacted student performance on the final assignment, especially if students were absent during the last mentor text and extension activities.

Last, instruction time was a major limitation for the final assignment. Students were not able to finish illustrations by the end of the research time. Student illustrations were not scored, so this limitation did not affect data, but students were not able to put their best work into completing their individual books. Some students also felt rushed to complete their writing, and a few had to complete their writing during other subject area times because they asked for an extension on time. If these lessons were to be taught again, I would allow for more time on the final projects.

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Appendix A

Writing Rubric

Name: _____   Date:_____

Use of Author Craft	1	2	3	4
Uses word wall and/or other resources to correct spelling.	Written words on word wall do not include vowels.	Written words on word wall include vowels, but not all.	Written words on word wall are spelled correctly most times.	Written words on word wall are spelled correctly at all times.
Writes using complete sentences.	Sentences are one word.	Sentences include wither a subject or predicate.	Sentences include a subject and predicate.	Sentence is well-thought, detailed, and complete.
Uses the mentor text craft within writing.	Student shows no knowledge of author craft.	Student can depict craft, but not able to implement in writing.	Student shows signs of craft, but not regularly.	Student uses craft thoroughly in writing.

Conventions	1	2	3
Uses capital letters to begin each sentence.	Shows no knowledge of capital letters to begin sentences.	Uses capital letters to begin sentences sometimes.	Uses capital letters to begin each sentence.
Uses correct punctuation.	No end punctuation is used	Punctuation is used sometimes, but not always correct.	End punctuation is used correctly after each sentence.

Notes/ Comments:

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Appendix B

The bug is in the rug.
The cat is in the hat.
The dragon is in the wagon.
The dog is in the log.
The rabbit is in the cabinet.
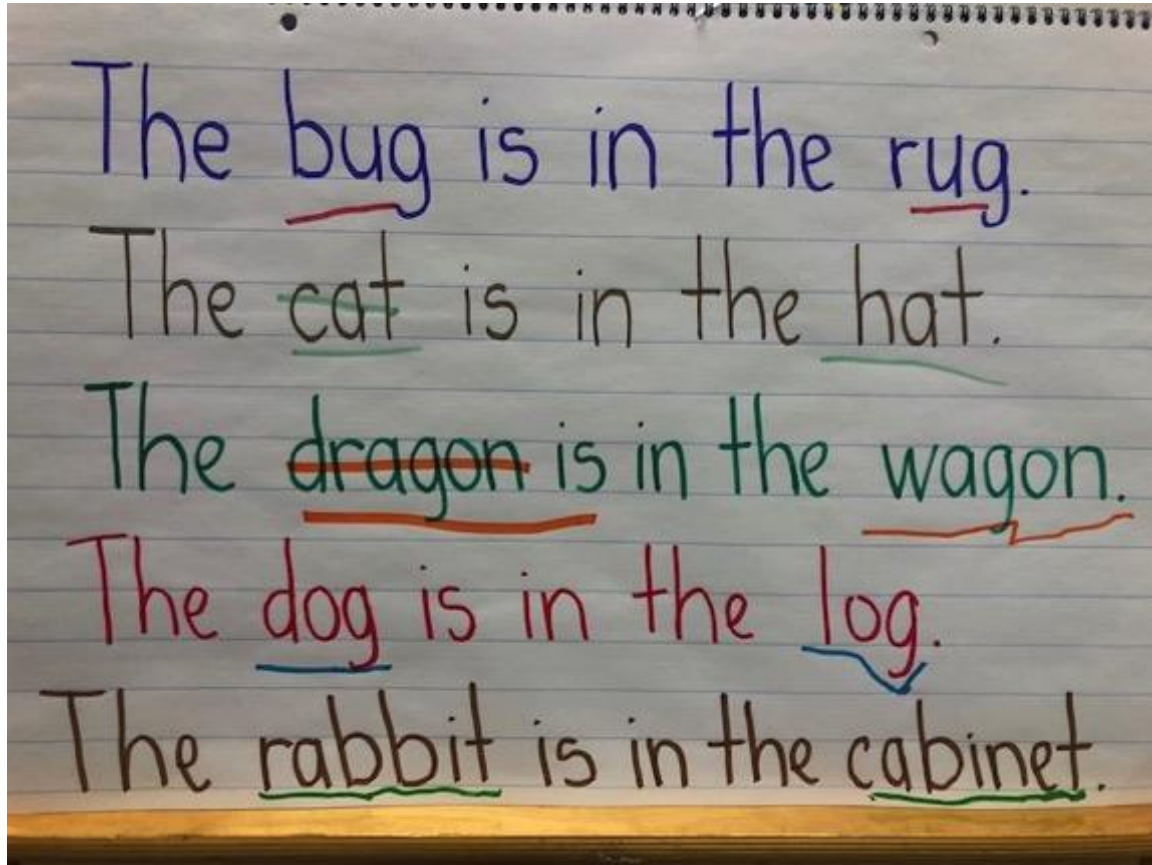
Appendix C

Appendix D
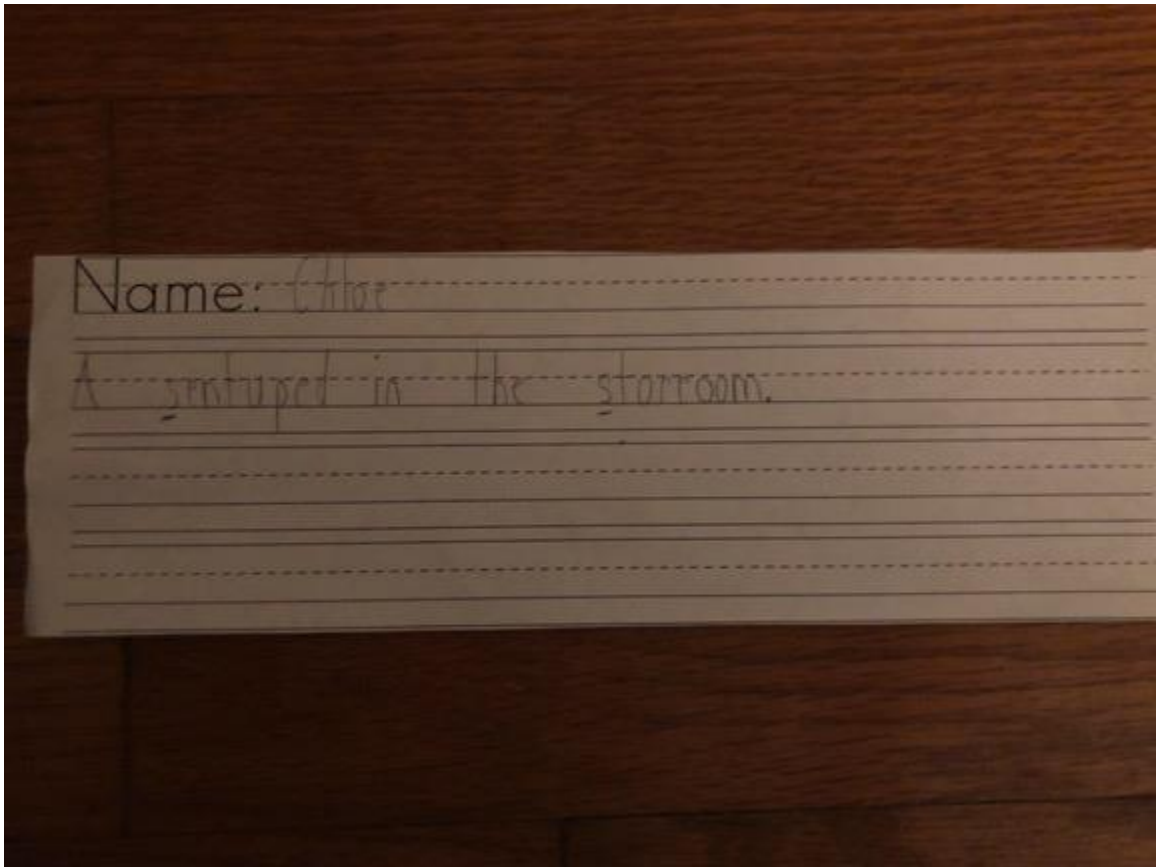
My Personal Word Wall A – G Name: _____

Aa	Bb	Cc	Dd	Ee	Ff	Gg
a	baby	call	dark	each	family	get
about	back	came	day	earth	far	give
above	bake	can	desk	east	farm	go
add	banana	card	did	eat	farther	going
after	bark	carry	different	eight	fast	golf
again	be	chalk	dime	eleven	feet	gone
air	beat	change	dirt	end	few	good
all	because	chat	do	enough	find	got
almost	been	children	does	even	first	grape
along	before	chin	doll	every	flat	grass
also	began	chop	don't	example	flower	gray
always	begin	city	door	eye	follow	great
am	being	clap	down		food	green
America	below	class	dress		foot	grew
an	belt	close	drink		for	group
and	between	cloud			found	grow
animal	big	club			four	
another	bike	coat			free	
answer	bird	come			fresh	
any	book	cool			Friday	
are	bone	corn			from	
around	both	could			funny	
as	boy	country				
ask	brown	crayon				
at	but	crown				
away	by	cut				

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Appendix E

My Personal Word Wall H - N Name: _____

Hh	Ii	Jj	Kk	Ll	Mm	Nn
had	I	jaw	keep	land	made	nail
happy	idea	joke	kind	large	make	name
hand	if	juice	king	last	man	near
hang	important	jump	kite	late	many	neat
hard	in	just	know	later	map	need
has	inside			learn	may	never
have	into			leave	me	new
he	is			left	mean	next
head	it			let	men	nice
hear	its			letter	mice	night
help				life	might	nine
her				light	mile	no
here				like	miss	nose
hers				lime	Monday	not
high				line	moon	note
hill				list	more	now
him				little	morning	number
his				live	most	
home				look	mother	
hope				long	mountain	
house				love	move	
how					my	
					much	
					must	

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Appendix F

My Personal Word Wall O – T Name: _____

Oo	Pp	Qq	Rr	Ss	Ss	Tt
odd	page	queen	rain	said	sick	table
of	pants	question	read	sail	side	tail
off	paper		really	sale	sister	take
often	part		red	same	six	talk
old	pen		right	Saturday	sled	tank
on	people		river	save	sleep	team
once	pet		road	saw	small	tell
one	pets		rock	say	snow	ten
only	pick		room	school	so	tent
open	picture		round	sea	some	test
or	pink		run	second	something	than
orange	place			see	sometimes	thank
other	plan			seed	soon	that
out	plant			seem	sound	the
our	play			sentence	spell	their
over	point			set	start	them
own	pretty			seven	stay	then
	purple			shape	still	there
	put			she	stop	these
				shoes	story	they
				shop	such	thick
				should	summer	thing
				show	sun	think
					Sunday	this

Appendix G

My Personal Word Wall T - Z Name: _____

Tt	Uu	Vv	Ww	Xx	Yy	Zz
those	under	very	walk	x-ray	year	zero
thought	until	vote	want	xylophone	yell	zone
three	up		was		yellow	
through	upon		watch		you	
Thursday	us		water		young	
time	use		way		your	
to	used		we			
together			Wednesday			
too			well			
took			went			
train			were			
tree			what			
trip			when			
try			where			
Tuesday			which			
turn			while			
twelve			white			
two			who			
			why			
			will			
			with			
			without			
			word			
			world			
			would			
			write			

Appendix H

Appendix I