

Woodholme Elementary Action Research Proposal Planning
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ROCKET WRITER CLUB

Project Proposal by:

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Purpose

The purpose of this action research project was to increase motivation for writing in grades 2-5 and to improve student ability to compose clear compositions with decreased errors.

Problem/Issue

- New BCPS focus on program 6+1 Traits of Writing (countywide)
- Students' lack of motivation for writing
- Limited time for structured writing during the school day

Guiding Questions

Will implementing a before school writing club with motivational lessons and guided practice improve student achievement and perceptions of writing?

Context

Each grade level had one classroom dedicated to the before-school Rocket Writer Club. Each week, each grade level began the club in a whole group setting, then branched off into small group instruction led by interns.

Participants

- mentor teachers
- interns
- students identified by classroom teachers (8 per grade for gr. 2-5)
- parents of identified students
- administrators
- related reading resource teachers

Process/Timeline

The research project would run for 10 weeks with two 45 minute before school sessions per week.

Estimated Schedule

3 weeks before club	planning	PDS coordinators (Heidi and April) will met with mentor teachers to go over plan details. Teachers in grades 2-5 submitted student names for club invitations.
2 weeks before club	invitations	Teachers invited students to be a part of the Rocket Writer Club. Letters to parents and permission slips were sent home and collected. Parents also completed a pre-self evaluation based on their own feelings about writing as well as their child's feelings.
Week 1	Intro to club/conventions	Feb 5=Welcome, motivational activities, student self evaluation of their writing. Students also created a baseline writing sample. Feb 7=Students completed activities based on the conventions trait.
Week 2	Sentence Fluency	Feb 12=no club—Election Day Feb 14=Writing activity, mentors and interns co-facilitated, students write using sentence fluency trait
Week 3	Organization Word Choice	Feb 19=Mini-lesson on organization, co-taught with interns, writing activity Feb 21= Mini-lesson on organization, co-taught with interns, writing activity
Week 4	Voice Ideas	Feb 26=Mini-lesson on voice, co-taught with interns, writing activity Feb 28= Mini-lesson on ideas, co-taught with interns, writing activity
Week 5	Ideas Presentation	Feb 19=Mini-lesson on ideas, co-taught with interns, writing activity Feb 21= Mini-lesson on presentation, co-taught with interns, writing activity
Week 6	Rough copy Final copy	Mar 11=Interns facilitated rough copy assignment Mar 13= Students completed their final copy writing piece in a BareBook. They practiced presenting their stories.
Week 7	Finishing Up Final Celebration	Mar 18=Students completed their final copies in their BareBooks. They also completed the final assessment writing piece. Mar 20=Parents visited the Rocket Writer clubs to hear stories and celebrate with donuts

Evidence/sources of data that answered the study's guiding question(s)

- Baseline/post rubrics analyzing all traits
- Weekly rubrics focused on featured trait
- Student/parent pre and post self-evaluations

See attached graphs of data evaluation

Evaluation/Results

Results	Measured
Students' motivation will improve and they will feel more positive about writing.	Self-evaluations at the end of each session
Student's writing will improve.	Weekly with rubrics Final project scoring will reflect improved application of the 6+1 traits.
Parents will notice a positive change in their child's perception of writing.	Parent feedback and reflection form.

Resources/expertise needed to conduct the study

- Journals, Engraved Pencils with "Rocket Writers", trait books, trade books
- Pastries, juice, paper goods
- Support of reading resource teachers
- Support of Towson Liaison
- Intern support