

Towson University Graduate Teacher-Researcher Study May 2009

Six graduate students from Towson University used the Write More Writing Program in their classrooms for a 2-3 month study to test:

1. the program's effectiveness on improving writing ability of students.
2. the program's effectiveness on improving student attitude towards writing.

Each of the six teachers works full-time in a different inner-city Baltimore school. Teacher A teaches an all- male class of 29 fourth graders. Teachers B and C teach middle schoolers and Teachers D, E and F teach second graders.

The students included in these studies were predominately African-American and the schools involved are Title One Schools meaning that the majority of the student population qualifies for free or reduced school lunch.

To obtain student information before the writing program was implemented, teachers used a variety of information-gathering techniques: student and parent surveys, student observation, pre and post writing samples and student questionnaires.

Teacher A wrote that before implementing the Write More Program, his students disliked writing and thought of writing "as a chore". After three months using the Write More quick-thinking activities, journal activities and portfolios, Teacher A notes that students had an increased interest in writing and that student writing was much improved.

Teacher A also learned from his three month study that his students enjoyed using the Write More Program because:

1. the program allowed students to write freely.
2. the program offered fun, unique writing topics.
3. the program encouraged fun competition between students that motivated their writing.

Teachers B and C found that after using the Write More Program, their middle school students:

1. learned to write longer, more organized stories.
2. learned to divide thoughts and ideas into paragraphs in their stories.

These teachers used the Write More Everyday Organizer daily to teach writing strategies and found that the organizer:

1. taught their students to pay more attention to grammar, mechanics, details and topic sentences.
2. improved student attitude toward writing.

Teachers B and C state that the Write More Program:

1. made their students more receptive to completing writing assignments because there was a clear writing process for them to follow.
2. increased student confidence in their writing through the use of the Write More Rubric because students knew before writing what was expected.
3. motivated their students to share their writing with others.
4. prompted students to want more teacher feedback based on their rubric.

Teachers B and C found that their students became more organized and independent writers after using the Write More Program. They also state that the quality of student writing improved regardless of the subject or type of writing performed.

Teachers D, E and F used the Write More Everyday Organizer, the Ready Writes book, the Woody Writes Set and the Cowboy Ranger hat to define effective instructional strategies to improve students' attitudes and abilities in writing.

After using the Write More products, these teachers concluded:

1. their students were more motivated to write.
2. their students were more organized in their writing.
3. their students began to self monitor and check their writing.
4. that teacher modeling for the students was necessary for students to visually understand writing expectations.

Overall, the Towson Teacher-Researchers found the Write More Program to be teacher-friendly, easy to use and effective in teaching students writing strategies and improving student attitudes towards writing.