**Statement of Purpose**

**The Problem**

Being a new teacher to first grade, it has come to my attention that we do not currently have a structured or well organized writing curriculum in place. In my district, writing is left up to individual teachers to implement as they see fit as long as the standards are followed. Currently, we usually start the day with a journal writing prompt and include sharing of the writing. The only feedback they receive from me is verbal, and that is only if they are one of the volunteers who share in front of the class. Even then, the verbal feedback is less constructive than it might be in a private conversation. Culham (2003) said that all writers need direct feedback on their work. She continued by saying that students need that feedback to discover why a piece is not working, or why their piece is great.

Students need a writing curriculum in place that will be an integral part of each day. This should be a routine that the students will come to expect and enjoy doing. Other learning will need to be shifted around to make writer's workshop a part of the daily routine. It will have to be a priority in order for it to work.

**Needs of the Learner**

First grade students are new to the writing process and many of them have not been introduced to writer’s workshop or the steps of the writing process. Writing terms and procedures are new to them and can be intimidating. These students need a foundation of writing at an early age, since writing is such a crucial skill that is used across all subjects. “Writing is an important aspect of the curriculum and therefore writing is an essential skill” (Conroy, M., Marchand, T., & Webster, M., 2009). Writing should be a natural way of expression and should be enjoyable. Allyn (2011) wrote that, “Language is the tool that brings us together.” She continued by saying that teaching writing at an early age will give children the gift of expression, which they can share with the world. Allyn pointed out that writing is one of the best ways to improve academic progress, and children’s self-expression and self-reliance.

**Needs of the Society**

Students need to have the ability to express themselves in order to be a valuable member in society. One of the major goals of literacy education is to provide the mastery of social discourse, which will allow for increased career opportunities and influence within the community (NCTE, 2012). Prominent members of society are able to express themselves well. Becoming a better writer will help students have the voice they need to interact in society and take their place as effective citizens.

**Value of the Subject Matter**

Writing is an integral part of all subjects. It involves structure and sequence, which are valued in mathematical, science, and social studies writing. It involves voice and audience, which are valued in debate and business classes. Writing is everywhere, and all students need to know how to write effectively to excel in whatever class within school or career they choose.

**The Educational Goal**

The purpose of this course is to provide a foundation in the writing process, which will provide them with the tools necessary to express themselves. This course starts with an introduction to writing. Each mini lesson and writing activity will provide more experience and greater insight. The course is designed to have different ways for the student to express himself, thereby meeting the needs of different types of learners. The writing criteria and expectations will increase throughout the course, and the final writing piece, a PowerPoint, will be the most complex of the writing activities.

**References**

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