Abstract

This qualitative research study documented reported and observed experiences of six, third grade students using Co:Writer in the classroom to complete writing assignments. This study was conducted in an elementary charter school with about 320 students from seventeen different school districts. The six students that participated in my research study all have Individualized Education Plans (IEPs) for reading. My students receive 30 minutes of pull out reading instruction four days per week. The students practiced increasing typing speeds through an application on the iPad called Car Typing Racers. Students created graphic organizers as well as completed writing assignments using an application on the iPad called Co:Writer. Co:Writer uses predictive text as well as text-to-speech options. Students created several opinion writing pieces. Students completed a graphic organizer with a topic sentence, three supporting details, and a conclusion sentence on Co:Writer. From the graphic organizers, students generated their opinion writing pieces. Throughout the study, the teacher collected data through participant observation, student work, surveys, and student
interviews. The data collected through this study suggests that students writing achievement and motivation improved through the use of Co:Writer and graphic organizers.