Abstract

This qualitative research study reports the observed and reported experiences of a second grade regular education teacher and her twenty-four students when they were provided choices in writing workshop. Students were encouraged to be decision makers; they could choose a writing topic from a list or come up with their own writing ideas. Writing instruction took place in the form of both mini lessons and conferences. This study examines students’ interest towards writing as well as the quality of student writing. The study suggests that students chose to write about topics that were meaningful. As a result, students were more motivated writers and thinkers during writing workshop. The author shows examples of students’ work and explains how some students arrived to a published piece by examining each step of the writing process. Finally, the study documents how student choice can motivate and encourage even the most reluctant writers.