

Strategies to Improve Student Achievement in Writing among Fifth Grade Learners

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Abstract

The purpose of this study was to determine teachers' perceptions about writing and the instruction of writing, to determine students' attitudes about writing, and to implement and evaluate strategies for improving student achievement in the area of writing among fifth-grade learners. Participants included third, fourth, and fifth-grade teachers (N=15) who provided instruction in the area of writing, as well as an additional fifth-grade teacher who served as the researcher and a participant-observer. Additional participants included the fifth-grade students (N=76). Surveys, interviews, observations, and documents were used as data gathering instruments. Data analysis revealed teachers had positive perceptions about writing and the instruction of writing; students held negative attitudes about writing; and strategies implemented in addition to the Writing to Win program resulted in a statistically significant difference between the posttest scores of the experimental and control groups.

Keywords: Student writing, writing strategies, teaching methods, writing instruction

1. Introduction

Our society believes schools should graduate students who are able to communicate effectively in written form; however, the major problem is that many students do not have knowledge of the writing process and mastery of the basic skills necessary to produce fluent writing (Budig, 2006; Quible & Griffin, 2007; Schoeff, 2007). Many students lack proficiency in usage and mechanics and in sentence formation; they cannot employ language that engages the reader. Many students are inept at arranging their ideas in a logical sequence, and they do not use genre-specific strategies when responding to a prompt. Many students lack the skills necessary to develop a controlling idea and to support those ideas with fully elaborated details. According to Greenwald, Persky, Campbell, and Mazzeo (1999), statistics collected by the National Assessment of Educational Progress demonstrated that less than 25% of fourth grade students tested in the United States scored a proficient level in writing. According to Dillon (2008), test results indicated that only about 30% of eighth-grade students demonstrated proficiency on a nationwide writing test. About 25% of high school seniors demonstrated proficiency on the writing assessment. Nippold, Ward-Lonergan, and Flanning (2005) further explained that college entrance exams require essay writing. Because of poor writing skills, growing numbers of college students must enroll in and successfully complete remedial reading and writing courses. To further elucidate the problem, over 100 corporations were surveyed in 2003, and the findings indicated 33% of workers employed in America's blue-chip companies wrote poorly (Dillon, 2008). The author stated that many of the surveyed businesses were spending billions of dollars on remedial training due to deficiencies in the area of writing. According to Fink-Chorzempa, Graham, and Harris (2005), learning to write is a complex process critical to students' success in school and to employee's success in the workplace.

To be successful writers, students must have knowledge of the writing process and must possess effective strategies that can be applied during that process (Fisher & Frey, 2007). The purpose of this study was to determine students' attitudes about writing, to determine teachers' perceptions about writing and writing instruction, and to implement and evaluate strategies for improving student achievement in writing among fifth-grade learners. The following three research questions were addressed during this study.

- 1) What are teachers' perceptions of writing and the instruction of writing?
- 2) What are students' attitudes toward writing?
- 3) Will students receiving instruction based on the *Writing to Win* curriculum and additional instructional strategies demonstrate increased achievement in the area of writing as compared to the group of students who receive instruction based only on the *Writing to Win* curriculum?

2. Methodology

The research study was a mixed methods study. The qualitative component of the research study allowed the researchers to investigate the nature of students' and teachers' experiences with writing curriculum in an elementary school setting. Students' attitudes and teachers' perceptions were obtained using surveys, interviews, observations, and documents. Overall, the researchers analyzed the data for themes and patterns and presented the findings as a descriptive account to be discussed for the study (Merriam, 2002). Learning strategies were then prescribed based on the findings of the pretest scores and were aligned with the Georgia Performance Standards. The quantitative design was a static group pretest-posttest comparison that used non-probability sampling. Narrative writing samples from the group that experienced *Writing to Win* instruction plus additional instructional strategies for writing was compared to the narrative writing samples from the group that received only *Writing to Win* instruction. The additional instructional strategies included the use of graphic organizers, the inclusion of mentor texts as writing models, and instruction related to sentence structure. Using the evaluative scores from the pretest and posttest narratives, a two sample t-test on the mean scores for the treatment and comparison groups was performed to determine any statistically significant difference between the two groups. Observed differences between the two groups were assumed to be the result of the treatment.

2.1 Student Participants

This research project was conducted at an elementary school located in a small, rural county in southwest Georgia. Initially, all fifth grade students (N=76) who had a signed consent form and attended classes were asked to complete a writing attitude survey.

2.2 Teacher Participants

Sixteen teachers participated in this study. They had taught a range of grades from first through eighth, and their teaching experience ranged from one to twenty five years.

2.3 Instrumentation

Instruments used to gather data in this project included surveys, interviews, observations, and documents.

2.3.1 Teacher and Student Surveys

Each student participant and teacher participant was asked to complete a writing survey. The teacher survey consisted of seven Likert items (survey items 1-7) and 11 open-ended response items (survey items 8-18). The Likert-scale items had a rating scale of 1-5 (*strongly disagree* to *strongly agree*, respectively). The complete teacher survey is included in Appendix A. The student survey consisted of eleven open-ended response items. The complete student survey is included in Appendix B.

2.3.2 Teacher and Student Interviews

A teacher interview was used when responses on the survey needed clarification, or when a more thorough explanation added meaning to the study. During the six teacher interviews, we used some previously formulated questions found in the survey but also probed for information by asking other open-ended questions about ideas that manifested during the actual interview process. In the partially structured interview, we added, deleted, or modified questions as needed (Krathwohl, 1993). Examples of teacher interview questions were 1) "How would you characterize yourself as a writer?"; 2) "What do you mean when you use the phrase 'good components'?"; and 3) "In your opinion, how similar would your staging score be to the state's score?". The teacher interviews were tape-recorded, and the notes were transcribed as soon after the interview as possible.

The student interviews were primarily in the form of student and teacher conferences. The eight student interviews were tape-recorded, and the notes were transcribed as soon after the interview as possible. Examples of questions from student interviews were not included beforehand because the interview questions were dependent upon behaviors observed during writing activities.

2.3.3 Observations

To extend and deepen the understanding of students' attitudes and teachers' perceptions regarding writing, we also used observations as a third data-gathering instrument. Observations occurred in only the experimental group.

2.3.4 Documents

Bogdan and Biklen (2003) and Patton (2002) asserted that various documents serve as important instruments of data collection and are often used in conjunction with interviews and participant observation. Through the use of documents, we identified rich descriptions from participants that revealed how the participants viewed writing and writing instruction. Among the documents examined were the students' journals, research notes, products from the students' process writing assignments, and data from state writing assessments.

2.4 Three Strategies to Improve Students' Writing were Implemented during the Study

Three strategies designed to improve students' writing were implemented during the study. These strategies included instruction related to varied sentence structures, inclusion of mentor texts as writing models, and use of graphic organizers. Sentence structure was included because studies indicate that instruction that focuses on students' development of simple and complex sentences is an effective strategy to help learners in the area of writing (Myhill, 2008). The use of mentor texts was another strategy used in the study. Lane (2008) and Robb (2006) maintained that reading aloud to students allowed them to experience fluency, rhythm of language, and structural patterns in language. Through these experiences, students begin to use these words and patterns in their own writing. The use of graphic organizers (Tuan & Thuan, 2011) was a third strategy the study used in the research.

3. Summary of Findings

3.1 What are Teachers' Perceptions of writing and the Instruction of Writing?

Table 1 shows the responses of teachers to each statement. The open-ended response items were analyzed for themes and subthemes until saturation occurred. In completing this research study, one can readily see that teachers perceived effective writing as fluent writing. Any educator who teaches writing must have a thorough understanding of this concept. The teachers defined fluent writing as organized and sequential, full of rich details, consisting of effective sentence structure and flow, and word choices that paint pictures in the readers' minds. These findings were consistent with Culham's (2003) traits of writing. Culham maintained the essential traits of writing used to develop fluency were interesting and important ideas, logical and effective organization, smooth and expressive sentences, and specific and memorable word choice.

This study revealed that as teachers sought to teach writing composition, they faced issues pertaining to their own effectiveness, the existing writing curriculum, the lack of resources and training, and the absence of adequate time. About one-third of the teachers in this study viewed themselves as ineffective teachers of writing who did not support the adopted writing curriculum, lacked training, and saw themselves as poor role models. Zumbrunn and Krause (2012) concluded from their research that teachers must be cognizant of their attitudes, beliefs, experiences, and practices about writing since they can positively or negatively influence students' attitudes, motivation, and levels of learning of present and future students. Pedagogical practices teachers associated with effective writing were evident throughout this study. These practices included teaching specific writing strategies, providing adequate practice, modeling, and using mentor texts with students. Culham (2003) and Lane (2008) found teachers must provide students an array of strategies and techniques designed to help them write well. Providing adequate time for instruction and practice in writing was considered by teachers as they defined effective writing. Students do not have enough time in the daily school schedule to adequately practice writing. In fact, teachers had concerns regarding the schedule of writing as outlined in *Writing to Win*. The teachers believed taking six weeks to complete a final draft of a writing mode was unacceptable and ludicrous. They believed students should produce a final writing product every week. The teachers also maintained there was not adequate time to practice writing before the administration of the Georgia Grade Five Writing Assessment.

In fact, they reported the students had completed only three of the five required modes of writing before the test. Furthermore, teachers maintained there was only 30 minutes during the school day devoted to the teaching and practicing of writing; however, they believed at least one hour should be devoted to daily writing tasks. In order for students to become effective writers, students must be engaged in daily writing activities. Brimi (2012) found that teachers often did not have adequate time to devote to writing instruction; however, the teacher participants believed they could provide more effective instruction if additional time was scheduled for writing. Students should engage in writing at least 60 minutes each day. One area of concern about writing and the instruction of writing was related to the actual *Writing to Win* curriculum. Teachers believed the program to be somewhat effective but not totally effective. *Writing to Win* teaches the students to brainstorm ideas and to revise their writing; although, revision strategies are not taught as evinced by one student who stated, "There is no sense in writing a paper just to turn around and write it again." Furthermore, the revision strategies are grade specific which the teachers believe severely limits the students in revising their writing. The program also includes the use of rubrics as a way of providing expectations and feedback to students. The teachers clearly are not involving students in the process of developing the rubrics; even though, one of the teachers stated, "Research tells us rubrics are more meaningful if the students have a part in developing them." While *Writing to Win* contains a sentence-building component, the program does not teach paragraph structure. From survey responses, one can conclude students must be taught writing strategies. Teachers indicated a typical writing lesson involved assigning students a writing topic and instructing them to write; however, these teachers documented they provided no direct instruction in writing. In fact, one teacher responded she graded papers while the students wrote. Singer and Shagoury (2005) contend students must be taught direct skills and strategies as they grow to be active readers, writers, and citizens. Teachers must assess where students are in their learning and then provide them meaningful instructional strategies and opportunities to practice them as they grow as writers and readers.

Teachers' perceptions about writing and the instruction of writing were further ascertained through interviews with some of the teachers. Teachers expressed positive remarks about writing such as, "I enjoy writing and I think my enthusiasm for writing is known by my students." Another teacher participant stated, "They know that I consider it important. I am very passionate about writing, eager to read and share ideas with students about different writing styles." A third teacher responded, "I love writing and I love teaching writing." Similarly, most of the teachers who were interviewed believed they were effective writing teachers who are hard-working. On the other hand, one teacher when asked how she would characterize herself as a teacher of writing responded, "If you are talking about following *Writing to Win*, I am not very effective." Based on the interview responses, five themes emerged as common concerns teachers had about writing and the instruction of writing: the present writing curriculum, training, writing schedule, writing resources, and the value placed on writing. Teachers' perceptions about writing and the instruction of writing were also determined through use of a Likert-scale survey. Responses on the survey indicated teachers had positive perceptions about writing. Based on the findings of the teacher surveys and the teacher interviews, the researcher is justified in concluding teachers have positive perceptions about writing and the instruction of writing.

3.2 What are Students' Attitudes toward Writing?

Based on this study, few students like writing. Less than 40% of the respondents reported they liked writing. On the other hand, the majority of students in this study maintained writing was boring, physically painful, time consuming, and lengthy. They also reported they often did not have ideas as writing topics, especially when topics were teacher-assigned. Additionally, several respondents reported that writing created stress for them. Halawah (2011) conducted a study to determine factors that influence students' motivation to learn. An important factor students cited as motivational was the teacher's help in finding personal relevance in assignments, indicating students were motivated to write when topics were relevant to the students. Similarly, Slade (2010) maintained literacy achievement and students' attitudes toward writing can improve as students actively engage in writing tasks that are relevant and authentic. Additionally, the majority of students did not view themselves as writers. Mascle (2013) maintains many individuals are not confident in their writing skills and believes writing apprehension is a barrier to the development of effective writing skills. He believes self-efficacy is positively influenced by active engagement in meaningful writing tasks within a supportive environment, by the use of appropriate models that reflect the writing task, by the application of constructive feedback, and by the reduction of stress. Students shared a variety of dislikes they had about writing.

They maintained they dislike writing on teacher-assigned topics, and they do not like to revise and edit their writing because “there is no sense in writing a paper just to turn around and copy it over.” The respondents shared in their surveys they never make any changes in their writing between the first draft and the final copy. Teachers are not instructing students on effective revision strategies. If they were, the students would see the difference revision makes in their writing. Students also shared the part of writing they enjoy the least is content area writing because they can never remember the facts about the topics, and the teachers “do not allow us to use our textbook as a resource.” Other participants indicated they dislike trying to organize their ideas in ways that make their writing fluent.

Students enjoy writing when they are allowed to write on self-selected topics because they sometimes lack knowledge necessary to write effectively on teacher-selected topics. Students also reported they like writing the final draft most because that is when they are able to see how their ideas and efforts produce writing they feel good about. Through interviews and observations, the study was able to identify students who were beginning to recognize and understand fluent writing, as well as novel ways authors used words and techniques to help them create pictures in the readers’ minds. This was illustrated when a student remarked about a fellow student’s writing, “Her writing just flows. It is just like you pick up a book and start reading a story. It just makes sense, and it is so easy to follow.” Additionally, a student was able to identify figurative language in a class read-aloud novel. This created an opportunity for me to teach a mini-lesson on similes and metaphors and to then have students revise a former draft of their writing by including similes and metaphors.

We were able to identify several students who lacked self-efficacy. This realization was substantiated by comments such as “it ain’t [sic] good” and “I just want to write like her.” Another student stated, “I don’t have anything good to write.” During the final days of gathering data, students were asked to include in their journals a response as to how writing in the fifth grade differed from writing in the fourth grade. Based on their responses, students agreed that fifth grade writing had been more challenging as they described writing as harder. Students maintained the fifth grade teachers expected more from them. The students reported they were held more accountable for writing skills that had been taught. Fifth grade writing wasn’t always easy; however, the students documented they felt prepared for writing in the sixth grade. Based on the findings from the student surveys, student interviews, observations, and participant-observations, we are justified in concluding the majority of student participants have negative attitudes about writing. However, the responses of students as they received their pre-test narratives to revise clearly indicated students had learned important concepts related to writing. Furthermore, based on their post-test scores, students had learned to apply those concepts in their own writing.

3.3 Will students receiving instruction based on the *Writing to Win* curriculum and additional instructional strategies demonstrate increased achievement in the area of writing as compared to the group of students who receive instruction based only on the *Writing to Win* curriculum?

Research Question 3 addressed the quality of students’ writing samples based on *Writing to Win* instruction and *Writing to Win* instruction plus additional instructional strategies which included the use of graphic organizers, the teaching of sentence structure, and the practice of using mentor texts and writing samples as models of effective writing. The null hypothesis stated students receiving instruction based on the *Writing to Win* curriculum plus additional instructional strategies will demonstrate no increased achievement in the area of writing as compared to the group of students who receive instruction based only on the *Writing to Win* curriculum. To evaluate the hypothesis for Research Question 3, a two-sample *t*-test assuming equal variances was conducted on the pretest scores and the posttest scores. The mean and standard deviation on the pretest scores for the control and experimental groups, as well as the posttest scores for both groups are shown in Table 2. No statistically significant difference was found between the control and experimental group pretest means, $t(32) = .06$, $p = .95$. However, on the posttest the students in the experimental group scored significantly higher than the control group, $t(32) = 5.06$, $p < .001$. An estimate of effect size using Cohen’s *d* was calculated for the posttest means. The result, $d = 1.74$, shows that students in the experimental group scored almost two standard deviation units above the control group. According to Thorndike and Dinnel (2001), a large effect size would be considered as 0.80 standard deviations between the means of two groups. Since the effect size in this study was considered large ($d = 1.74$) and the *p* value was statistically significant ($p < .001$), one can see the strategies implemented to augment *Writing to Win* were effective in improving writing achievement among fifth grade learners. Other grades might experience similar success if these strategies (instruction in sentence structure, inclusion of mentor texts as writing models, and the use of graphic organizers) were used in teaching writing.

4. Conclusion

Findings from the teacher survey and the teacher interviews revealed the majority of teachers in this study had positive perceptions about writing and the instruction of writing. Two-thirds of teachers considered themselves effective writers, and 11 out of 15 teachers maintained they were effective or moderately effective teachers of writers. Even though teachers had positive perceptions about writing, they did not fully support the *Writing to Win* curriculum. Teachers reported the program did not include a component for teaching paragraph structure. Additionally, *Writing to Win* did not consist of a variety of graphic organizers specific to the modes of writing required of fifth-grade learners in Georgia. The major problem most teachers had with the writing curriculum was the schedule of writing. Teacher participants in this study reported following the schedule of writing as delineated in the *Writing to Win* program would result in a final writing product every six weeks. Teachers argued students should engage in process writing on a daily basis, resulting in a completed assignment each week. Additionally, teachers complained they only had a 30 minute block of time in which to teach writing. They argued they would be more effective teachers and students would be more successful writers if at least one hour daily was devoted to writing, as is common for the instruction of reading and math. Teachers also argued they had not been adequately trained to provide instruction in the area of writing. Some of the participants complained their teacher training programs in college had not provided any instruction on how to teach students to write, even though they were required to take courses that taught them how to teach reading and math. Teacher participants in this study also maintained they had not received adequate or timely training in how to implement *Writing to Win* in their classrooms. Some of the teachers believed they needed additional training or professional development in the area of writing in order to be more effective teachers of writers. Additionally, a lack of available resources to improve instruction was a concern of teachers.

Teacher participants in this study cited they needed additional resources to augment writing instruction. Teachers believed the newly adopted Language Arts series was an excellent resource, but they had been told to follow the *Writing to Win* curriculum. Even though teachers were to follow the established curriculum, they reported they often purchased additional resources with personal funds in an effort to provide themselves with some useful teaching tools and to provide students more meaningful instruction. Of particular interest, several teachers responded they were often frustrated with teaching writing. They maintained students did not possess the foundational skills of writing necessary to be successful at the fifth grade level. Furthermore, other teachers reported students did not retain information they were previously taught regarding writing which meant they had to start with basic instruction each year. The findings may be contributed to the fact that writing is not valued in this school. Perhaps writing serves no purpose in these classrooms other than a task whereby the teacher can assign two mandatory grades each week. In other words, instruction and practice in the area of writing have not been meaningful. Findings from the student surveys, student interviews, observations, and documents indicated the majority of student participants in this study had negative attitudes about writing. 62% of student participants documented they did not like writing, and 64% of them did not think of themselves as writers. Students maintained:

- “Writing was boring.”
- “They had no writing ideas on teacher-assigned topics.”
- “Writing caused pain in their hands.”
- “Writing took too much time.”
- “Writing stressed them out.”
- “They were required to write too much.”

Students provided a variety of topics on which they would enjoy writing; however, they shared teachers usually assigned the writing topics. This practice severely limits students because there are instances in which these students have no personal experiences with the writing topic. Students should write on topics that are of interest to them as this is when writing becomes relevant. Engaging in learning tasks that are relevant to the learner also serves to increase self-efficacy which is so important to any area of study. Students must believe they have the ability to complete a learning task. Fifty-seven percent of student participants also reported they did not like to share their writing with others. Students maintained they did not enjoy talking in front of other people, and others sometimes made fun of their writing. Other students contended their writing made no sense, or their writing was boring. A small number of students shared they did not want others to know their thoughts. When students were asked what would help them become better writers, the most popular response was “believe in myself.”

Self-efficacy is positively influenced by active engagement in meaningful writing tasks (Mascle, 2013). Several students documented in their surveys they did not mind sharing their writing if they had put effort into the assignment. Failure to put effort into an assignment is an indication the student is not meaningfully engaged in the task.

5. Implications for Future Practice

Teachers in the current study have positive perceptions about writing and the instruction of writing. They realize the connection between reading and writing and understand effective instruction in both areas is paramount. Administrators and curriculum coordinators mandate the *Writing to Win* curriculum and the writing process approach to instruction; however, they are not adequately providing the resources and training to do either. Administrators and curriculum personnel must acknowledge the needs of teachers and provide the necessary tools for them to effectively deliver instruction in the area of writing. Additionally, administrators must allow teachers some flexibility in their teaching and pacing of instruction. Of equal importance, teachers need to know administrators value writing and support them in their efforts to teach students how to become effective writers. Teachers reported students do not have the foundational skills necessary for effective writing when they enter fifth grade. *Writing to Win* instruction begins in third grade; however, there might possibly be merit in beginning this instruction in kindergarten or first grade. By the time students reached fifth grade, they would be familiar with the vocabulary and writing procedures common to the program. With the strong negative responses by students about writing, teachers, curriculum personnel, and administrators must take a serious look at the writing curriculum, as well as what they are expecting of teachers who provide instruction in the area of writing. They must constantly seek ways to get students excited about writing since writing skills are even more important today than previously. Teachers maintain they should not be held so rigidly to a curriculum map and to a program. According to Lane (2008), teachers must be given the flexibility of teaching in ways that are best for the students.

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Appendix A

Writing Survey for Teachers

Directions: For each of the following statements, circle the most appropriate number that represents your beliefs and attitudes about writing. Consider the following scale as you evaluate your answers: 1)=strongly disagree, 2)=disagree, 3)=undecided, 4)=agree, and 5)=strongly agree.

Part I

1. Writing is important in my classroom.
1) 2) 3) 4) 5)
2. I am given flexibility in teaching writing in my classroom.
1) 2) 3) 4) 5)
3. I consistently follow the writing process in my classroom.
1) 2) 3) 4) 5)
4. ALL students can be effective writers.
1) 2) 3) 4) 5)
5. Teachers should write with their students.
1) 2) 3) 4) 5)
6. Teachers should provide feedback to students about their writing.
1) 2) 3) 4) 5)
7. Writing should be taught in the context of reading and the content areas and not in isolation.
1) 2) 3) 4) 5)

Part II

8. When I use the term “effective writing” the following ideas come to mind:
9. Do you view yourself as an “effective” writer? Yes / No
Why or why not?
10. How do you see yourself as a teacher of writers?
11. What are your strengths and weaknesses as a teacher of writers?

Strengths

Weaknesses

12. Where do your students get their ideas for writing?
13. How often do you engage students in the writing process?
 1-2 times per week
 2-4 times per week
 5 or more times each week

14. In your classroom, what does a typical writing lesson involve?
15. How do you provide your students feedback about their writing?
16. What kinds of things might impede student achievement in writing?
17. What could your school do to ensure students' success in writing?
18. What kinds of things would help you become a better teacher of writing?

Appendix B

Writing Attitude Survey for Students

Directions: Answer the following questions as completely as possible.

1. Do you like writing? Yes / No Why or why not?
2. What kinds of things do you like to write about?
3. Do you think of yourself as a good writer? Yes / No
If so, what makes you think you are a writer?
If not, what makes you think you are not a writer?
4. What are your strengths and weaknesses as a writer?



5. How do you decide what to write?
6. When you write, what do you do first?
7. What kinds of problems do you encounter when you write? What do you do about these problems?
8. What parts of writing do you like the most and the least?



9. Do you enjoy sharing your writing with others?
Yes / No Why or why not?
10. If you were teaching someone to write, what would you tell them to do?
11. What kinds of things would help you become a better writer?

Table 1: Number (Percentage in Parentheses) and Mean Responses for Teacher Survey Likert Scale Items (N = 15)

Question	1	2	3	4	5	Mean	SD
Q1) Writing is important in my classroom	0 (0%)	0 (0)	1 (7%)	6 (40%)	8 (53%)	4.47	.64
Q2) Teachers are given flexibility in writing instruction	2 (13%)	6 (40%)	2 (13%)	2 (13%)	3 (20%)	2.87	1.41
Q3) Follow the writing process	0 (0%)	0 (0%)	3 (20%)	7 (47%)	5 (33%)	4.13	.74
Q4) All students can be effective writers	3 (20%)	2 (13%)	2 (13%)	3 (20%)	5 (33%)	3.33	1.59
Q5) Teachers should write with students	1 (7%)	2 (13%)	0 (0%)	5 (33%)	7 (47%)	4.00	1.31
Q6) Teachers should provide feedback	0 (0%)	0 (0%)	0 (0%)	3 (20%)	12 (80%)	4.80	.41
Q7) Writing should be taught in the context of reading and content areas	2 (13%)	2 (13%)	2 (13%)	4 (27%)	5 (33%)	3.53	1.46

Table 2: Mean and Standard Deviation (SD) for Pretest and Posttest Scores

	Pretest		Posttest	
	Mean	SD	Mean	SD
Control	56.94	13.16	60.94	13.0
Experimental	57.18	9.67	83.53	13.03