

Exploring Second Grade Curriculum to Support Writing Growth and Development

Jennifer Rios-Alers and Amber Every

The study examined the effects of either the *Being a Writer* (BAW) or *Language for Writing* program on grade 2 students' writing skills and attitudes about writing. The study took place in two elementary schools in a Colorado school district. In the 2016–2017 school year, five grade 2 teachers in one elementary school instructed 72 students using *Being a Writer* while four grade 2 teachers in another elementary school instructed 67 students using *Language for Writing*. All the teachers in the study received professional development and coaching during the year. Student writing samples were collected in the fall and spring using prompts from the BAW *Grade 2 Assessment Resource Book*. In addition, a survey on writing attitudes was administered to students by their teachers in the fall and spring.

The authors report that students in the *Being a Writer* program demonstrated more growth in writing skills from fall to spring compared to students in the *Language for Writing* program. These skills were: ideas, organization, style/fluency, and language usage. The authors do not indicate if the differences over time were statistically significant.

Regarding student attitudes about writing, those who were instructed in *Language for Writing* demonstrated a decrease in positive attitudes about writing during the year (i.e., feeling that they were “good writers” and enjoying writing). Students who were instructed in *Being a Writer* demonstrated an increase in these attitudes during the same period. Again, the authors do not indicate if these differences were statistically significant.

¹ Both schools in the study had implemented *Language for Writing* school-wide during the 2012–2013 and 2014–2015 school years. Beginning with the 2015–2016 school year, one school piloted the *Being a Writer* program.

References

Every Student Succeeds Act (ESSA, 2015) 114th Congress, S 1117.

U.S. Department of Education (2016). *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*. Washington, DC. Accessed at: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

Level of Evidence Under the Every Student Succeeds Act (ESSA)

Based on the information provided by the author, this study meets the fourth tier of evidence under ESSA, “demonstrates a rationale.”



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