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Analytical Survey of Teachers Perception towards Writing Skills

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Abstract:

Researchers from four states in the US surveyed 29 teachers on their views about writing and the variables that impacted them. After conducting interviews with instructors in high- and low-income schools, researchers found substantial differences in writing teaching. Instructors at high-income schools place a greater focus on rhetorical style, establishing one's own voice, and making reading and writing connections than teachers in low-income schools. It appears that, whereas instructors in high-income schools are more flexible in picking curricular materials and focusing on writing quality beyond grammar and mechanics, teachers in low-income schools tend to be constrained by a certain curriculum set by their districts. Many elements, including the school atmosphere, programmes and resources, and evaluations, have an impact on teachers' attitudes. The study highlights concerns that students in low-income schools are missing out on true, tough, and important writing chances because of the emphasis on skills-based training. A new study shows that for students to be successful, teachers must provide them opportunities to develop their argumentative style, their own voice, and connections between what they read and what they write.

Keywords: Teachers, orientations, writing, beliefs, influences

1.   Introduction

For decades now, Applebee and Langer (2009) have argued, technology utilised to create texts and resources has evolved significantly. Because to a lack of a coherent strategy on writing, inadequate time spent on writing, insufficient assessment of writing, and insufficient professional development, writing is the "Neglected "R" in American schools and colleges. Students should spend more time writing, teachers should assign a broader range of writing activities like persuasive and report writing, teachers should devote more time to writing instruction, and teachers should use more evidence-based practises, according to Gilbert and Graham (2010)'s nationwide survey of writing practises among teachers in grades 4-6.

Schooling is evolving at the same time that these recommendations are being made about the importance of writing, with an increasing emphasis on standards and evaluation as well as an increasing need for accountability. NCLB was adopted in the United States in 2001, creating greater responsibility for states, teachers, students, and administrators. Students are making progress, the achievement gap is shrinking, and under-performing schools have been shuttered as a result of the legislation's accountability system, according to proponents of the programme. Contrary to the assertions of some opponents, however, some believe that NCLB's reality differs greatly from its rhetoric (Gay, 2007). They also assert that NCLB has widened the gap between pupils who attend schools with a wide range of resources in terms of both learning and motivation (McCaslin, 2006).

It is imperative that teachers establish standards, assessments, and curricula in order to adequately prepare students for life in a rapidly evolving, globalised society. When instructors' approaches and beliefs are documented, they may be used to help students better understand how their teachers make their educational decisions (Borg, 2006). Research on teachers' attitudes toward teaching writing or the possible differences in views between instructors in wealthy and poor schools has been limited in the present educational landscape. In addition, it is important to know what influences instructors' attitudes toward learning.

Studying how existing policy frameworks impact teachers' approaches to writing in high-income schools (schools with fewer than 25% of students getting free lunch) as contrasted to low-income schools is the purpose of this research (more than 75 percent students on free lunch). Data collected from various schools can also reflect teachers' orientations in schools

with differing levels of resources. In doing so, it may shed information on policies that may be influencing their views.

2. Review of the literature

2.1 Educational Inequity in the United States

Since the 1980s, when educational researchers first uncovered the discrepancy between pupils in high- and low-income schools, inequitable access to high-quality education has been noted. According to Anyon's (1981) study of different schools, students in working-class schools were exposed to fragmented knowledge with a focus on acquiring basic skills, while students in middle-class schools were exposed to progressive philosophies that provided opportunities to ask questions and build on their own experiences. Findings on Kozol's 2005 investigation of 60 inner-city schools, he determined that urban education has worsened over the past 50 years. Lupton (2005) did a qualitative investigation of four schools and found that schools in low-income areas offer a lower standard of instruction than those in higher-income areas. Poverty does not exclude a person from achieving academic success, but it can in certain cases limit their options (Green &Anyon, 2010). Because of this tendency, low-income students continue to do badly on standardised tests (Lipman, 2004). Thirty years after Anyon's study, Luke (2010) reminds us of the present restrictions that lead to disparities in the curriculum taught in various schools.

Anyone's emphasis on developing diverse epistemic dispositions has direct relevance to the current policy debates over scripted and test-driven instruction as well as other educational sectors. That social class reproduction is not just about having restricted access to high- and low-stakes, canonical or revisionist kinds of dominant ideological knowledge is one of the most significant lessons learnt. As a result, a variety of epistemic views, dispositions, and attitudes toward what can be termed knowledge are fostered by the performed curriculum working in tandem with the school's overall philosophy. Working-class, ethnic, and linguistic minority students are at risk of receiving exactly what Anyon predicted: an implemented curriculum emphasising fundamental skills, rule awareness, and rule compliance. It is for the same reasons that the proliferation of high-stake testing and improved accountability have contributed to lower educational standards rather than achieving the goals set out by programmes like No Child Left Behind, Hursh (2005) claims (NCLB).

In the year 2001, the government policy was implemented nationwide. In order to receive federal funding, states were required to establish academic content standards, implement a single statewide accountability system that measures and reports adequate yearly progress (AYP) of all schools, identify schools for improvement or corrective action, and require teachers to be highly qualified in their subject area (No Child Left Behind Act, 2001). According to Darling-Hammond (2007, 2007), a decrease in teacher morale, an impact on students' learning and motivation, a narrowing of the curriculum and a limitation on teachers' ability to meet the needs of individual students have all been identified as unintended consequences of the policies and related practises (Harper, Platt, Naranjo & Boynton, 2007). For Latino and African-American children, the law is particularly detrimental since it requires them to attend more special education classes and requires them to be tested in a culturally inappropriate way. In the present policy framework of the No Child Left Behind Act of 2001, literacy instruction in the context of high-stakes testing continues to reflect this uneven access. It was found that the Reading First schools, which are those that have received federal monies to target low-income kids, used a scripted, teacher-centered curriculum that includes systematic phonics teaching, according to Cummins (2007a). The curriculum used in Reading First schools, he claims, does not match research that has found that reading engagement, rather than skill-based instruction, is the most significant predictor of reading performance in elementary and secondary schools (Guthrie, 2004; Long & Gove, 2003). More effective in the early grades than routine skill practise or continuous explicit phonics instruction is higher-level inquiry, strong engagement, and active learning, according to research on reading achievement (Taboada & Guthrie, 2006; Taylor, Pearson, Peterson & Rodriguez, 2003). Students in inner-city schools do better academically when given genuine, time-consuming tasks to complete rather than rote memorization exercises (Teale & Gambrell, 2007). Researchers have found that kids in low-income schools are receiving reading teaching that emphasises skills rather than engagement, but there has been little inquiry into how writing instruction vary based on where you live and what regulations are in place (Dutro, 2010). (Gilbert & Graham, 2010; McCarthey, 2008). Revision and longer-form writing may be constrained because of high-stakes testing, which includes on-demand writing tasks, according to Applebee and Langer (2009). Teachers' views and thoughts about writing,

which may impact their teaching practises, might help us better comprehend Applebee and Langer's argument regarding probable discrepancies in the quality of instruction.

2.2 Orientations for New Teachers

Teacher expectations and classroom practises are both part of the wider construct of teacher cognition, as defined by Borg (2006) as theoretical orientations, which are characterised as belief systems and philosophical notions by Borg (2006). On the other side, there is a lack of clear and comprehensive definitions of what defines a writing orientation. Graham, Harris, MacArthur, and Fink (2002) have gotten the closest to defining orientations by developing an instrument to assess primary grade teachers' theoretical orientations toward writing teaching. Teachers around the country were asked about their views on the significance of accuracy in children's writing, their views on explicit instruction, and their views on natural learning techniques in a survey. Proper grammar and spelling were essential, as were single draughts and the revision of non-standard use in order to ensure that the work was submitted in the best possible light. Explicit writing instruction encompassed everything from learning concepts to practising and teaching techniques like outlining and revising. Pupils were encouraged to comment to one other's work and to put emphasis on the writing process rather than the finished product, believing that students would eventually master the norms of writing. This type of teaching also included natural learning techniques. A consistent correlation was found between instructors' orientations and their classroom writing practises, as demonstrated by the results of their study. To make matters worse, even amongst those who call themselves "process writing," teachers have had their own unique takes on the philosophy and practises that underlie this method (Lipson, Mosenthal, Daniels, & Woodside-Jiron, 2000). Teachers' attitudes toward writing assignments may also be affected by students' differing abilities and lack of passion (Troia& Maddox, 2004).

Is there a connection between how teachers approach writing education and how they feel about the process of writing itself? In an experiment done by Troia and colleagues (2011), they found that one of three factors influencing instructional practises in writing was the individual's knowledge, beliefs, and values. Self-efficacy beliefs and theoretical orientations were among these components (the other two factors were professional development and personal context variables). Some teachers believe a structural approach to special education

students' writing instruction, focusing on the establishment of sequenced, individualised instruction, is more effective than other teachers' beliefs about the effectiveness of relational approaches that focus on shared activities and student choice, according to Berry (2006). Research on primary school teachers in the UK found that effective teachers had different theoretical perspectives from a control group (Poulson, Avramidis Fox, Medwell, & Wray, 2001). Researchers Evans and colleagues (2007) found that sixth-grade teachers' impressions of students and standards-based writing programmes changed when they collaborated to produce uniform evaluations, rubrics, and samples of student work. As a result of their collaboration, teachers were able to grow professionally and modify their views on certain subjects.

Teacher beliefs, on the other hand, are more loosely organised around specific concepts than orientations, which reflect systems or theories. Teachers' beliefs were taken into account by the National Council of Teachers of English (NCTE) when developing a policy statement on this topic. According to NCTE Beliefs (2004), writing is a process that can be taught, it can be used for a variety of purposes and is a tool for thinking. Writing and reading are intertwined, complex human judgement is required for evaluation, and composition is embedded in social relationships. Conventional wisdom is important for both readers and writers. In Fang's (1996) examination of teachers' beliefs and actions, the results were mixed. A strong link was found between teachers' beliefs and their classroom behaviour in some studies; however, other studies found that the complexities of the classroom, such as student characteristics and administrative mandates, had an impact on teachers' practises, resulting in inconsistencies between beliefs and behaviours.

Because teachers' orientations have an influence on their classroom practise, research shows that this is an essential construct to study. Even Nevertheless, instructors' beliefs and practises are not always in sync because of factors such as student ability, class composition, school culture, and social influences (Reutzel&Sudweeks, 2008). Teachers' perceptions may change as a result of changes in federal policy and the formation of state-wide assessments, which place more emphasis on reading than writing.

2.3 Contextual Factors (or Situational Factors)

Students' progress in writing has been measured by a variety of state examinations, but until 2007, only reading and math scores were taken into account for determining whether or not

schools were achieving adequate yearly progress (AYP). There is no clear correlation between the results of writing assessments and how schools are held accountable, but the policy background of NCLB and state writing standards may have an influence on teachers' writing practises. Using curriculum and testing data from four states, Hillocks (2002) found that state standards and prompts for state writing exams impacted instructors' instruction and limited the sorts of assignments and texts that students were required to compose. The bigger policy frameworks and accountability mechanisms that go along with them must be examined as possible factors of teachers' attitudes if they are to be understood.

Many districts have employed commercial reading programmes in order to satisfy statutory reading criteria. A solid phonics basis is required for programmes to be accepted in places like California, according to Pease-Alvarez, as described in Cummins, 2007. Many school districts have embraced and even enforced the use of textual resources provided by textbook publishers (McCarthey& Ro, 2011). Developed by the National Center for Education and the Economy (NCEE), Writer's Advantage is a writing programme for children in grades K-12 (National Center for Education and the Economy). The inclusion of "Rituals and Routines" in the curriculum is intended to aid pupils in developing certain skills. Also included are lesson plans and rubrics for "Genre" and "Author" studies. In addition to the reading programme, Success for All (Slavin& Madden, 2001) includes a supplementary writing component. For grades K-6, Calkins and colleagues (2003, 2006) developed the Units of Study to provide systematic writing instruction with an emphasis on certain genres. Harcourt has produced and published a specialised curriculum, Write Traits (Spandel& Hicks, 2004), based on the Six-Trait model, which was established by instructors from rubrics to score student work (Spandel, 2005). This curriculum is in addition to the Six-Trait model. With its "multisensory" method of teaching kids to write and think critically, Step Up to Writing (Aumannd) is hailed as an effective tool for improving students' ability to communicate effectively in the written word. It provides examples, activities, and rubrics that may be used in the classroom in line with the Six Traits and State Standards. The cards are color-coded to make it simpler to locate the courses for different genres. In an expository structure, the following signals are used: green for go, yellow for slow down and offer reasons, read for halt and explain, and green for conclusions to return to the topic. A number of genre-specific and state-specific writing methods, such as the "Four Square Writing Method" (Gould &

Gould, 1999), have gained popularity in recent years. Painting an essay can help students focus on key parts of an essay by utilising colours to mark the starting, middle, and finish points of an essay (Leddy, 2003). As writing-related programmes, tools, and information become more widely available, instructors' views of their work may change.

When teachers' orientations are examined, one contextual component that influences their performance and well-being can be identified. When conducting this study, researchers looked to Graham et al. (2002), who performed research in response to the National Commission's (2003a) call to put more focus on writing teaching in schools. Interviews will be conducted with teachers in a number of places around the country to learn more about the challenges and concerns they face when it comes to teaching writing. The study's findings might also help us better understand how instructors' views and behaviour in the classroom are influenced by the milieu in which they operate. The study was guided by the following hypotheses: This includes policy frameworks such as assessments and curricular materials that have an effect on teaching. Second, it's vital to remember that teacher orientations (their thoughts and attitudes about writing) are linked to and can offer insight into instructional practises. According to the research on equity concerns in the United States, rich and low-income schools may have different teaching attitudes.

3. Methods

This particular research was part of a larger investigation on how instructors teach writing in light of the United States' national policy, No Child Left Behind. Teachers in two states received less and less writing instruction as a result of the No Child Left Behind Act. According to our findings, there are four main methods of teaching students to write: writer's workshop, conventional skills, genre-based instruction, as well as a hybrid/eclectic approach (McCarthey& Ro, 2011). Teachers' attitudes and disparities between high- and low-income schools in four states, as well as in other countries, are the subject of the present study, which expands on prior research. This study's focus was on the following subjects: Is teaching writing a positive or negative experience for teachers? Is teaching writing a positive or negative experience for teachers? Instructors at high-income schools (those with less than 25% of students getting free or reduced lunch) and teachers in low-income schools may behave differently, according to existing studies (those with more than 75 percent of students

receiving free or reduced lunch). What are some of the things that have an effect on teachers' professional goals?

3.1 The State and Educational Environments

State writing criteria and a state writing evaluation scheme were used to select Illinois, Utah, Vermont, and West Virginia. They represented a diversity of geographical locations, political opinions on NCLB (e.g., Utah had explored opting out of the NCLB money due to worries about state vs federal government control issues), and varying histories of writing assessment (e.g., Vermont used portfolio assessment previous to NCLB). School districts from a wide range of areas were selected particularly for this research to better understand how teachers' viewpoints could be influenced by demographics. State and school settings are briefly described. There are two accountability systems in Utah schools: one for NCLB, which uses data from subgroups mandated by federal law, and another for U-PASS, which measures an individual' yearly progress. The NCLB system is stricter than the other one. It is a requirement of the Utah Core Curriculum that all students pass criterion-referenced tests (CRTs) before they may graduate. Two schools in the same district, Belleview (all names of schools and teachers are pseudonyms) and Richardson (all names of schools and teachers are pseudonyms), were both high-income, middle-to-upper middle class, and located in a mixed residential and industrial region.

The Illinois Learning Standards for English are based on the 1985 State Goals for English Language Arts. In 2003, the U.S. Department of Education approved Illinois' plan for compliance with the No Child Left Behind Act (NCLB), and all districts utilise the Illinois Standards Achievement Test (ISAT) to monitor AYP. The research included two low-income and one high-income schools: Bailey, located in an upper-middle-class suburb of a big city; Park, which is located on the "urban periphery" of a huge metropolis; and King, a low-income school that is also located near a major city. In order to meet the requirements of the No Child Left Behind Act, Vermont adopted the New England Common Assessment in 2005. According to the Grade Level Expectations and the Vermont Framework of Standards and Learning Opportunities, students are tested in reading in grades 3-8 and in writing in grades 5 and 8. It is possible to enhance criterion-referenced examinations with local evaluations like portfolios in a variety of ways. An hour's drive from a prominent university, Bridge School, a

high-income school, was targeted for closure. Criterion-referenced West Virginia Education Standards Test (WESTEST), established by the West Virginia Department of Education, was used to test achievement of the West Virginia Content Standards and Objectives Study participants were drawn from Lake School, a high-income institution near a major university, and Mountain School in a remote rural area. According to Table 1, the demographics of the school's students and the school's Annual Yearly Progress (AYP) are included (AYP). There is demographic data for the school in Table 1.

Table 1. State and School Demographics

State	School	Racial Background	% Students on Free/Reduced Lunch	Accountability System	Annual Yearly Progress (AYP)
Illinois	Bailey (Suburban)	89% White, 4% Asian, 4%Hispanic, 1% Black	3% (high-income)	Illinois Standards Achievement Test (ISAT) Illinois State Standards	92% made AYP in reading
Illinois	Park (urban fringe)	88% Black, 4% White, 2% Hispanic 2% Asian 4% other	99% (low-income)		59% made AYP in 2004-2005; but not 2005-2006 reconstruction

Illinois	King (urban fringe)	49% Black 45% Hispanic, 5% White	96% (low-income)		48% did not make AYP; reconstruction
Utah	Belleview (city)	76% White, 19% Asian, 3%Hispanic, 1%American Indian 1% Black; 11% LEP	18% (high-income)	2 systems U-PASS Criterion referenced tests Utah Core Curriculum	92% made AYP in reading
Utah	Richardson (residential-industrial)	53% Hispanic 22% White 13% Asian 9% Black 3% American Indian 3% other 48% LEP	88% (low-income)		2 of 3 years did not make AYP 52% passing

Vermont	Bridge (Rural)	97% White; 3% Asian, Black or Hispanic	26% (high-income)	New England Common Assessment; Grade Level Expectations Vermont Framework of Standards and Learning Opportunities	74% made AYP in reading
West Virginia	Lake (near city with university)	95% White 2% Black 2% Asian 1% Hispanic	17% (high income)	West Virginia Education Standards Test (WESTEST)	87% made AYP in reading
West Virginia	Mountain (rural)	95% White 5% Black fewer than 1% Asian, Native American or Hispanic	68% (low income)		Made AYP

3.2 Selection Process and Participants

Districts and schools were selected based on income inequalities seen in data made available by states online, according to the study's lead researcher. Schools that had a high percentage of pupils from low- or middle-income households were suggested by colleagues at colleges and school districts. It was then time for her to call districts with either a high percentage of children on free or reduced lunch (75 percent) or a low percentage of children on free or reduced lunch (25 percent or less).

Third-grade instructors were selected because NCLB mandates state testing for all students starting in third grade. Research on fourth-grade education has been a major focus of attention because it is part the National Assessment of Educational Progress (NAEP) (Allington & Johnston, 2002). By integrating third and fourth-grade instructors in one school, a larger sample of teachers might be drawn from. Those schools' administrators and principals approved of the study, and all third and fourth grade instructors were invited to participate in it. Getting a wide range of writing ideas and strategies was the purpose of the

experiment. Everyone who took part in the study was a volunteer who received $50 in compensation for their efforts. This study relied on instructors from eight different schools across eight states, but the sample size was too small to draw any meaningful conclusions about teachers in those states as a whole.

The 29 academics who participated in the study are listed in Table 2. 15 teachers were from high-income schools (those with less than 25% of students receiving free lunch) and 14 from low-income schools (those with more than 25% of students receiving free lunch) (more than 75 percent on free lunch). Twenty-six women, three men, 27 white instructors, and two African American instructors took part in the study. Less than a quarter of the teachers had been in the classroom for less than five years.

Table 2. Teacher Demographics

Teacher Grade level	Ethnicity, Gender	Highest Degree	Years Teaching
Utah: High- income school			
Marcy, fourth	White, female	MA	29
Lucy, fourth	White, female	MA + 40 (credits)	12
Ruth, fourth	White, female	MS	19
Daniel, third	White, male	MA	21
Sarah, third	White, female	MA equivalent	22
Utah: Low-income school			
Amy, fourth	White, female	MA	23
Kristen, fourth	White, female	MA + 40 (credits)	26
Susan, third	White, female	BA	10
James, third	White, male	BS	5
Illinois: High-income school			
Jackie, fourth	White, female	MA	8
Sally, third	White, female	MA	14
Tom, third	White, male	MA	9

Sharon, fourth	White, female	BSE	16
Rhonda, fourth	White, female	BA	2
Dana, fourth	White, female	BA	3
Olene, fourth	African American, female	MA	1 as certified
Shauna, fourth	African American, female	BA	20
Brenda, fourth	White, female	BS	14
West Virginia: High-income schools			
Carla, fourth	White, female	BS+	33
Connie, third	White, female	MA	25
Alice, fourth	White, female	Masters	7
West Virginia: Low-income schools			
Carla, fourth	White, female	BS+	33
Connie, third	White, female	MA	25
Alice, fourth	White, female	Masters	7
West Virginia: Low-income schools			
Anna, fourth	White, female	BA+	8
Mary, fourth	White, female	Masters +	31
Wanda, third	White, female	Masters +	5
Cynthia, third	White, female	BS	8
Vermont: High-income school			
Andrea, fourth	White, female	BA	34
Jill, third	White, female	BA+	33
Sherry, third	White, female	BA+	20
Tierney, fourth	White, female	Masters+	19

3.3   Data Sources

Interviews with instructors, observations of instruction, and interviews with administrators or instructional leaders were all part of the larger investigation. Additionally, teachers completed a demographic survey that inquired about their job experience and educational background. A 45-minute semi-structured interview technique was utilised in this portion of the study to inquire about teachers' curriculum and writing teaching, as well as the impact of

policies and professional development on their ability to do so. In order to discuss about how they were taught and tested, teachers presented examples of student writing from three different academic levels: the highest, the middle, and the lowest. For further information, please refer to Appendix A. Before going on to more general inquiries regarding curriculum, the interviewers asked teachers a series of questions about the lesson they were seeing. People who participated in writing projects and had opportunities to discuss writing learned about conferences, small group work, different styles of training, and tactics. A teacher's ideas on writing, particular writers and how they would instruct students might be discussed in response to student work. We learned a lot about how teachers think about writing through questions on policy, assessment, and NCLB attitudes in the last segment. Teachers were asked to describe the factors that influenced their writing.

Analyzing data entails three steps.

The data was analysed using a combination of qualitative and quantitative methodologies. Miles and Huberman's approach required two persons from the university and the graduate school to get started (1994). Using them was an excellent way to do qualitative research. According to the researchers, the following questions were posed to indicate how instructors see writing instruction: Writing instruction is described in what ways by teachers. Teachers pay attention to which elements of a piece of writing are important. What do they think is the most important thing to know about writing? Inquiries have been made concerning the writer's reputation by these individuals. Student work included keywords and quotations from each of the three sections, as well as context, which included quotations from each of the three sections. A professional transcribed the 29 interviews and created charts with key words and quotations from each of the three sections: curriculum, opportunities and activities for writing, student work, and context. Once the individual charts of each instructor had been analysed, the data had been compiled by school and region for analysis. The categories of activity or practise, emphasis of instruction, implicit definition of writing, view of the writer, and effects on instruction were employed to accomplish this..

After that, the researchers categorised instructors' instructional choices and their ideas about writing in a methodical fashion. To categorise their findings, researchers grouped them into the following: A: As a teacher, I first heard the term "developing structure" used to describe

how things are put together, such as "putting things in order," or "using an introduction and conclusion," or composing a five-paragraph essay. Teaching "structure" was frequently referred to as "graphic organisers," such as the Four-Square. If we're talking about language and concepts in Rhetorical Style, we may say things like: leads, expanding ideas, descriptive language, use of metaphor, conversation, or writing abilities. Teachers have been known to use this term. Using Spandel's 2005 rubric, which said that pupils "express their thoughts, feelings, and beliefs." was the closest definition. Reading-Writing Connections included statements such as "getting ideas from books and incorporating them into their writing," or "I talk about the lead in this book so that they can use that in their writing." grammar, punctuation, capitalization, and spelling were covered in Grammar and Mechanics. When discussing students' writing samples, these terms were often mentioned.

(f) Teachers used the term "complete sentences," whenever they discussed writing "Sentence Structure." To put it another way, they wanted pupils to compose sentences that had both an antecedent and an object. This was followed by an analysis of how many times a certain word was used by every teacher. There were no terminology like "word choice," or "leads,," used by teachers 1 and 2 when they discussed "voice," "grammar/mechanics" and "grammar/mechanics." Sentence structure, punctuation, spelling, and grammar/mechanics all fall under the category of "Sentence Structure" and "Grammar/Mechanics," respectively. It's possible to discuss about rhetorical style and voice, but not grammar and mechanics, based on Teacher 3's statements. Teachers didn't all have to discuss the same topics in semi-structured interviews. As a result, professors only counted words if they were utilised in the course. The researchers then returned to the transcripts and searched for keywords in order to ensure that the count had been accurate.

Teachers' usage of terminology from both the low- and high-income groups was then compared by the team's researchers. It's possible that the researchers didn't conceal the identities of the instructors they interviewed, which would have posed an issue. Investigators looked at how often teachers used keywords into their lessons. They compared and contrasted the groups' commonalities and differences.

Fisher Later, precise tests were utilised to determine if the two groups differed in their understanding of the five aspects of writing under consideration. Each of these 2X2 tables

was subjected to statistical analysis one by one. Because 25% of the cells in the table had anticipated counts less than 5, the Fisher's Exact Test was utilised. No correlation was found between the revenue of the school where the instructor worked and the answer to each writing question (yes or no).

A selection of the finest statements from the interviews was utilised to substantiate or refute the findings. For this reason, it was vital to determine how each category jibes with the theories of accurate writing, natural learning techniques, and explicit instruction. They utilised Graham et al. (2002) as a framework to arrive at this conclusion. When Graham pondered the importance of proper grammar, mechanics, and sentence structure in writing, he was not alone. Rhetorical Style, Voice, and Reading-Writing Connections were shown to be more natural learning approaches in this study.

Researchers studied graphs to see how they affected classroom learning. The charts' context section was examined by them. When creating the categories of "school context," "programmes and materials," and "policies," the researchers drew on key terminology and quotations from the literature. Representative statements from the interviews were utilised to demonstrate how orientations were impacted for each of the categories identified.

4.   Findings and discussion

"Developing Structure" emerged as a common theme across the 29 instructors who participated in the study. However, there were notable disparities between teachers in high- and low-income schools in their approaches to teaching writing.

4.1   Developing Structure

Organization, "sequencing ideas," "topic sentences," and/or "creating a five paragraph essay" are all instances of this study's structural development. The use of visual organisers and other organisational tools may be necessary while producing various sections of a piece of work. Despite the fact that 90 percent of instructors (26 of 29) acknowledged the importance of structure in writing, there were significant differences in how they described teaching it. A number of teachers argued about whether or whether their students learned how to organise their thoughts through reading literature, or by having classmates or teachers respond to their work. To help her students see different approaches to story structure, Ruth (UT, HI) said she

taught a variety of story kinds. This format is closely followed in Dominic by William Steig, but it's written in novel form, so it's a longer narrative,' she said of the youngsters reading picture books to study the framework. "Does it have a powerful beginning?" Marcy (UT, HI) invited students to think on how their peers started their writing. Students can comment positively or ask questions when they don't understand something; in such case, the author must clarify their meaning. Andrea (VT, HI), pointing out the lack of order in one of her student's examples, said, "Yes, and this little girl does battle with her structure in her writing," "Also, this little girl does not have a conclusion." "The painted essay" was used to demonstrate to the student how to organise her work appropriately.

More and more educators were favouring particular types of essays, including the five-paragraph and extended-answer styles of writing as well as the painted essay. Teachers commonly employed graphic organisers to make sure that their students comprehended the concepts they were presenting to them. When asked how she taught her pupils how to write a five-paragraph paper, Sally (IL, HI) said she made sure they knew how. As part of the Step Up to Writing project, which began two years previously, she also indicated that this was done. Cynthia (WV, LI) is another teacher that employs a methodical approach in the classroom. A document known as a 3.8 paragraph is given to students at the end of third grade, she stated. Those are the underpinnings of that—a starting concept, specifics, and finally a conclusion." Using the four-square pattern, Connie (WV, HI) feels it's the ideal method to teach organisation.

"It's easier because it's more focused." Anna (WV, LI) pointed out that children from low socioeconomic situations need more explicit education of structure. She stated that our people has to be organised. This is why our writing is falling behind and our children need to be taught, "here's an organised tool to utilise," you know. People with low income make up a significant portion of the population; as a result, there are many free or reduced-price meal programmes available, as well as many families that have fallen apart. They don't have much assistance at home.

Teaching organisation to pupils necessitated the use of certain methods, according to Sharon (IL, LI). This is a problem for all of our youngsters that come in, she said. 'Our youngsters

tend to require more of an organiser to encourage them to write and arrange their ideas,' they said, citing the use of four-square writing.

Because they considered it was one of the most essential aspects of students' writing, most teachers emphasised structure in their instruction of writing. Graham and colleagues' (2002) explicit instruction construct, in which instructors feel they must teach procedures and that students need both chances to practise and specific teaching to learn to write, appears to fit teachers' comments of the demand for "structure" Other parts of writing, however, indicated a wide range of techniques taken by teachers in a variety of circumstances.

4.2 School Disparities in High and Low-Income Areas

In order to answer the question, "Are there differences in teacher orientations in rich and low-income schools?" a variety of approaches were taken, including: (a) cultivating rhetorical style; (b) encouraging voice; (c) emphasising reading-writing connections; (d) emphasising grammar and mechanics; and (e) focusing on sentence building. High-income school teachers' focus on natural learning techniques was found to be consistent with the findings of Graham and colleagues (2002). Only while students were writing was grammar emphasised; the professors assumed that students would write several draughts and put more focus on the writing process than grammar. Setting rhetorical style, voice and reading/writing links were all examples of this tendency.

4.2.1 Rhetorical style development

To characterise rhetorical style, teachers used terms like "growth of ideas," "elaboration," "use of dialogue," "metaphorical language," and "word choice." These two terms are linked by a consideration of characteristics of language other than grammar and punctuation. High-income teachers, on the other hand, were more likely to emphasise this aspect in their writing teaching and students' learning than low-income teachers, who only concentrated on one of these qualities in their instruction and students' learning. Teachers at high- and low-income schools differed significantly in their use of rhetorical style (RS). As measured by Fisher's exact test, instructors in high-income schools were 8.7 (95 percent CI (1.4, 53.8) times more likely than teachers in low-income schools to focus on rhetorical style

Teachers at high-income schools were more concerned with their students' views, according to a qualitative research. "But for my poor students, that's definitely the challenge, is the ideas," Marcy (UT, HI) said. Literature is one of the tools I use to inspire creativity in my students. I try to read a book every day. "I used to do a news piece on a daily basis." This is similar to how Lucy (Utah, Hawaii) approached students: "I'm going to perform a small lecture." The development of concepts is the primary focus of this course. When we begin with concepts, we go on to organisation, and eventually voice." Ruth (UT, HI) emphasised the necessity of coming up with new ideas as students provided more information. They might discuss the finer points of the story, such as how a character's backstory is developed and why certain events occur. As a result, several instructors emphasised the need of teaching students how to use a range of leads or hooks in addition to establishing ideas and facts. Examples of how students have used different sorts of leads were provided by Andrea (VT, HI).

It was also an exercise in finding new ways to get the children started. Until now, I've only been able to raise one little child. As a starting point, he offered a quote. What sort of property are you searching for? Solomon asked his father the question when they were searching for land. "The book's title, then, and the accompanying background information follows. "Timber!" yelled another youngster as he came. I couldn't take my eyes off of Solomon while he chopped down trees." Then it goes on to talk about how they culled the region and cut down their trees as background information. Because of this, he started with the sound. As a result, we've gone over the many kinds of hooks we might utilise in our writing.

In addition to "word choice," high-income school teachers discussed "argument strategy." As Jackie (IL, HI) recommended, "It's not only really dry and straightforward, but it's maybe some more odd terms instead of saying'said,' it's "yelled,"" she explained. Students should use a thesaurus to find interesting synonyms in their work, according to Sarah (UT, HI).

My kids are learning how to reference a thesaurus through my instruction. I reworked every word, so it was perfect, perfect, perfect. In each of the five statements, we used the word "excellent" five times. In our quest to learn the definition of "excellent" we searched up the word online. We also came up with a list of terms that may be used in its place.

She offered me an example of a student who utilised descriptive language that were rich and clear. "We rented a car and drove to our motel." the student had originally written. "The automobile we leased was a nice, silver, comfortable van." she said after being pressed to elaborate. There were some minor flaws in our new van, but it was a significant improvement over our previous vehicle."

4.2.2 Empowering people to speak up

It is possible for students to use the first person or communicate their feelings and views about a topic in several ways while they are writing (Spandel, 2005; Sperling & Appleman, 2011). Sixty percent of the high-income teachers (9 of 15) indicated they focused on voice in their writing conversations, but just 14 percent (2 of 14) of the low-income teachers claimed they did. Exact test results showed that teachers in high-income schools were 9.0 (95 percent (CI 1.5, 55.5) times more likely to focus on Voice than teachers in low-income schools (p=.02). According to the study's qualitative findings, educators at high-income schools place a premium on student voice and participation. In Jackie's opinion, voice in a 4th grader is the ability to get a feel of who's writing the essay and that it's not just dry and straightforward. It was acknowledged that voice is the most difficult thing to teach since it's so subjective, and Sarah (UT, HI) echoed this sentiment. One of Tierney's examples of adding voice was a student's writing, in which the author included facts and conveyed her feelings about what she liked.

To help her pupils learn to use their own voices in their writing, Marcy (UT, HI) used activities. Using literature as an example, she demonstrated how authors utilise voice in true and meaningful communication. "The kids pick up vocabulary from each other when they're in groups," she continued. What do you think about this? Perhaps the author's voice is audible in your mind's eye. A comment like, 'I liked it — it was nice,' on the other hand, is not acceptable. Whenever possible, I make an effort to get further specificity from them.

It is Lucy's goal to have pupils think about how the characters' voices conveyed their ideas and feelings when she reads them novels. There were four characters in Browne's Voices in the Park (1998): a tyrant woman, an unfulfilled guy, a lonely youth, and an energetic girl. They all have their own distinct voices and perspectives on the park, which are reflected in the changing seasons of landscape and weather. The point Lucy was trying to make was that

different pupils, even while writing on the same subject, might have their own unique perspectives.

In addition to having a strong speaking voice, many of these instructors also had strong creativity, word choice, and leadership qualities. That's what I believe, and I see the students that allow themselves the freedom to be creative, rather than Randy's reluctance to do so," Sarah (UT/HI) said. As for adults like Sharon and Rebecca, they just let their imaginations run wild and go with the flow. This is the means to get there." "Word choice" is extremely important to Lucy (UT,HI) when it comes to expressing one's thoughts about anything:

Afterward, we listened to Lavar Burton's taped lecture. And he's terrific; we know this because we've read about him. Then they followed through and we spoke about it, and they really grasped voice perception, which I don't think they noticed before, like what words he used to make the narrative more exciting or what he said to make it more interesting. As an example, what were some of the narratives that he created using these individuals?

Teachers also saw that students used exclamation points and questions to show the audience where the authors see themselves in relation to their work and audience. When it came to engaging their readers, some of Andrea's high school students used different sentence structures that included "leads" The teachers who discussed voice in writing believed it was significant.

4.2.3 Emphasizing the link between reading and writing

According to our research, whereas half of the teachers (7 out of 14) from low-income schools included reading activities that were closely related to their writing teaching, the other half (80% or 12 out of 15) from high-income schools didn't. Although this difference was statistically significant, it was not statistically significant (p=.13).

Qualitative research reveals how teachers use literature to teach writing. Because of the book's "really good, excellent writing in that book, so vivid and so wonderful," Lucy (UT, HI) included it in her response to the question about Memoirs of a Geisha (Golden, 1997) as an example. Some of it is beginning to take shape in there." Another method employed by some teachers to teach certain writing traits was through the use of books. Writing traits were taught to Marcy (UT, HI) through literature. According to her, "I can utilise literature that has

good instances of all of those [six attributes]," Five years ago, I don't recall discussing word choice or voice and how to incorporate your personality into it. I didn't even discuss the possibility of leads. For my children's stories, I like to draw inspiration from classic literature. As Andrea (VT, HI) pointed out, "We've also been focusing on similes and personification, and I think the children are doing pretty well with that," Andrea encouraged the kids to recognise and employ figurative language in their own writing. Somebody will exclaim, 'Look!' when I'm reading a novel to them. 'That's personification,'

Teachers examined a wide range of media, including literature, the internet, and oral storytelling. Her pupils were encouraged to use the internet in their writing sessions by Jackie (Illinois, Hawaii). Her plan was to have the pupils read some online or other information and select an essay topic. What features of colonial America did you find most interesting? That's what we try to accomplish, mixing up the themes but yet adhering to the same writing standards." Reading and writing were also taught as content area subjects by other instructors. While reading, Sherry (VT, HI) said: "We write during reading," We do math via writing. As you saw today, we write both in our content areas and during a set writing period. There is no doubt that reading skills may be developed through other subjects like social studies and writing. Carla (WV, HI) echoed this sentiment. As a result, this isn't only a matter of history." Teachers frequently used theme modules to include writing into their content-area curriculum. – Writing and reading are inseparable if students are to become excellent writers, they argue.

A statistically significant and qualitatively confirmed study found that the use of rhetorical style and voice was considerable among high-income instructors. Both groups placed equal emphasis on reading-writing connections, but examples from high-income school instructors showed how they appreciated and integrated literature. There was no statistical significance. Consequently, their writing techniques were more in line with the NCTE's position on successful writing (2004) than with a skills-focused approach. They also represented some of the evidence-based methods that boost student writing, such as creativity/imagery instruction, strategy training and the use of models of teaching writing (Graham, McKeown, Kiuhare, & Harris, 2012; Graham &Perin, 2007).

On the other hand, in low-income schools, "correctness," was more closely defined by Graham and colleagues (2002), who placed an emphasis on lower-level competencies. Writers were taught to master basic skills before moving on to more sophisticated structures in low-income institutions. This was evident in their focus on grammar/mechanics and sentence construction. Graham et al's meta-analysis found that grammar instruction had no significant influence on student writing.

4.2.4 Emphasizing grammar and mechanics

When it comes to teaching writing to kids in high-income schools, just 26 percent of the instructors highlighted the importance of grammar and writing norms, but in low-income schools this was one of the most common topics of discussion. The majority of instructors at low-income schools (10 out of 14) said that children must grasp grammar and punctuation before they can write properly (71%). According to Fisher's exact test, instructors in high-income schools are 1.5% more likely than those in low-income schools to devote class time to grammar and mechanics (95 percent confidence interval [CI] [.03,.74]).

Teachers in low-income schools were more likely to focus on grammar and mechanics, according to the qualitative data. There was one student named by Rhonda (IL, LI) as one of her best writers. She described Lamaya as "my highest writer." She's a natural when it comes to grammar. She enjoys writing both realism and pure fiction. When it comes to her, it's all about correcting the punctuation." "I think a lot more about spelling and punctuation and complete sentences and things like that," said Susan (UT, LI). Additionally, Shauna (IL, LI) stated, 'I always look at the sentences and make sure they have proper punctuation, grammar and spelling of the phrases that they're writing, punctuation, to make sure that the sentences make sense.' She didn't address the student's meaning while describing a student she thought was a bad writer; instead, she said the kid "has some problems with a lot of grammar." That's right. He spelt the word "friends" incorrectly. He omitted the 'e' from 'make' He doesn't actually complete his sentences with a period."

On the question of how excellent writers are different from bad writers, Cynthia (WV, LI) said that bad writers don't know how to employ basic writing rules. My low and high are markedly different since they don't even use periods or caps. "I usually start out with interactive edit where they make corrections, things that have to do with grammar," said

Mary (WV, LI) when asked how much time she spent on editing during her writing lessons. She made no reference to what the youngsters were attempting to communicate.

It's worth noting, however, that while the majority of instructors from low-income schools placed an emphasis on writing conventions, a small number did not. The writer's workshop format used by Amy (UT, LI) didn't include any discussion of grammar or punctuation. Writing allows pupils to do just that: explore their thoughts. "Write whatever is on your mind," she said, encouraging her students to do just that. No, I'm not going to go back and re-do all of this. In my coaching, I won't be using this." Instead of focusing on "Spelling, worksheets copying down the sentence and putting on a period, exclamation point, or question mark, she used this approach to writing instruction." "They [good writers] are more aware of the subtleties in what an author has presented on paper," says Susan (UT, LI) in addition to employing suitable norms, such as capitalization, grammar, and spelling.

4.2.5 Focusing on sentence structure

Sentence structure was defined by the instructors as the ability to construct entire sentences that include both a subject and an adjectival phrase and the knowledge of the elements of speech necessary to employ them correctly in writing. Also included in the description of "sentence structure" was an emphasis on "run on sentences." There was a strong preference for teaching sentence structure by the majority of instructors at low-income schools (11 out of 14). Teachers in high-income schools were.07 times (95 percent confidence interval [CI] (.01,.4)] more likely than those in low-income schools to concentrate on Sentence Structure, according to Fisher's exact test (p.02).

Qualitative research reveals specific instances of how instructors approached and implemented the subject of sentence structure instruction. A single day of Kristen (UT, LIweek)'s was devoted to studying sentence structure since she felt it was so vital. "And one day it's just diagramming sentences on the white board and they could do that for all day," she said of encouraging her kids to undertake sentence diagramming. They like creating sentence diagrams." Sentence structure is critical to helping students detect and eliminate "run-on sentences," said Shauna (IL, LI). It was mentioned that run-on sentences were more prevalent in the writing of weak writers than in the work of competent authors. She used the example of one of her less talented pupils to demonstrate her point: "This is Timothy, one of

my students. He had a lot of grammatical issues. Run-on phrases abound in his writing." According to James (UT, LI), pupils who haven't fully grasped the language are more likely to produce long, rambling phrases. They utilise the same terminology over and over again, so a lot of their writing sounds the same if you flick through their work."

Even in the early phases of writing, Olene (IL, LI) believed that the quantity of sentences mattered. 'Even if the threshold may be three, each paragraph must include at least five sentences to create a paragraph,' she stated. At least in the beginning, students, in the words of Mary (WV, LI), should concentrate on creating five-sentence essays and not "worry about paragraphs, or indenting." According to her, pupils can begin working on "one paragraph, and then we will slowly move up to the five paragraphs," when she is happy that they have written effectively 5 sentences of their own.

Some of the professors were also concerned with the flow of words. She noted that while most of her pupils were able to write entire sentences, she was concerned that they were having difficulty with the flow of sentences because of their inability to employ transitions effectively. Most of Olene's kids "don't use it [transition] because I think it's new," she explained.

4.2.6   Summary

Instructors at high-income schools valued writing in a different way than teachers in low-income schools, as shown by both quantitative and qualitative evidence. Because of differences in student demographics, teachers in low-income schools felt that students needed to master grammar and punctuation before they could add voice or be concerned with expanding upon their ideas, whereas teachers in high-income schools felt that students were already proficient in grammar and could construct sentences. It is not clear why instructors in low-income schools had different attitudes than those in high-income schools. A closer look at our findings reveals that the shifting demographics of students and the programmes and resources used to teach them have influenced instructors' views.

4.3   Influences on Teachers' Orientations

Three areas of impacts on teachers' writing orientations were discovered by the researchers: (a) school context, (b) programmes and materials, and (c) policies and assessment policies and procedures.

4.3.1 School context

When it came to how instructors felt about writing, school affluence and the number of English language learners (ELLs) made a significant impact. The demographics of the pupils they taught and how it impacted their teaching was discussed by nearly all of the teachers. For the most part, teachers at more affluent schools were not subject to the same kinds of demands as their counterparts in poorer schools. Additionally, they reported that their kids were well-prepared for assessments, which was encouraging. "The kids, when they come here, are very prepared." stated Marcy (UT, HI). It's a high-achieving school, so I'm not under any pressure, according to Ruth. They're generally doing well. "Wonder Bread" is how Tom (IL, HI) described his school. Generally speaking, everyone here is pleased with how things are progressing. We haven't had any major issues.

When it came to helping children improve their writing skills, teachers at low-income schools were more concerned with helping pupils pass tests. A low-income school on the "watch list." was where Dana (IL, LI) taught. A "watch list." and construction made many think the school was unsafe, she claimed. Our work is depicted in an unflattering light. There's always more to do as you progress through the game's levels. As a result, you're more preoccupied with preparing and carrying out the many rebuilding plans and tasks. Also, you don't have much time to teach the skills.

Teacher morale may have been impacted by the different school environments. As a result, their perspectives on students and education may have shifted. Because of demographic shifts and the amount of English-language learners in schools, instructors' views have also evolved. In the classroom, over half of the instructors (14 out of 29) reported an increase in the number of English Language Learners (ELLs). With only one high-income school having ELLs, it was Belleview. There were a number of ELLs in several of the low-income schools. Teachers' approaches to helping their pupils ranged from having low expectations to being uncertain to being encouraging. Amy (UT, LI) opined that the fact that ELLs are ELLs makes her doubt their writing abilities. "The reason I'm calling her medium, she's very smart, but she's a second-language child." For Cynthia (WV, LI), the same tactics she would use to help struggling writers in general would be used to help ELLs as well. When a result, we put them to good use as required. However, scholars that examine how to educate ELLs claim that

utilising the same tactics with ELLs and struggling writers is an urban legend that can be detrimental to the success of ELLs (Harper & de Jong, 2007).

Teaching English-language learners (ELLs) can be challenging for some teachers. However, some teachers exhibited appreciation for the cultural and linguistic diversity of their students. Here's how it all goes down: According to James (UT, LI), "contextualise the literature and the writing for them [ELLs] much more to bring out their background knowledge so they feel more comfortable." was his goal when teaching writing. When Sarah (UT, HI) instructed her pupils to write about dragons, she encouraged them to draw on their own cultural knowledge of dragons. She said: I have a lot of students from Korea, Taiwan, and China that don't speak English. The arrival of dragons from the East on New Year's Eve is a wonderful treat. They have a wide range of characteristics, and they're more than happy to discuss them. A child is made up of a variety of distinct components. Being exposed to other people's cultures.

Several teachers also discussed how they helped ELLs improve their writing abilities through various exercises. The pupils were helped in many of the assignments by the use of graphic organisers and other aids. She claimed she sought to employ all of her ELL students' senses, including taste, sight, and sound. In addition to writing, I'm a prolific artist. It also aids second-language learners who don't know the meaning of a word. They may be able to make a connection between the word and an image or taste of it. We write on a daily basis. Journaling or responding to current events are the two main ways we express ourselves. Teacher after teacher said they didn't have adequate training to work with English language learners. Only James (UT, LI) claimed to be a qualified ESL instructor. "I think I'm up-to-date on current practises," he said. Because of the research I've done, I'm more open to trying new ideas to see whether they can benefit my pupils.

Teachers also expressed dissatisfaction with the way in which English language learners were tested. It wasn't fair for them to be graded by the same criteria as other pupils because they had just arrived. She argued that testing Chinese students two days after they arrive and averaging their results was unjust. The same tests aren't being given to the same students every time. Some argue that assessing ELLs who aren't yet ready to write will have no impact on how well they are taught the craft of writing. It's Susan's opinion that this doesn't improve

the quality of the text. They need to pass the third grade test, and she is well aware that they will fail it. This will be a challenge for them because they're still learning to speak English.

Different approaches were proposed by teachers in response to the growing number of English-language learners (ELLs) in their classrooms. Some people had devised activities and tactics to assist them deal with ELLs, while others believed they were not ready enough. There was a general consensus among instructors that ELLs' test results counted toward AYP and that the test measures were not adequate. A study by Harper and de Jong (2004) found that English language learners are the fastest-growing category in the United States, and that few teachers have the necessary knowledge and abilities to help them succeed. Harper and de Jong's statements are supported by the results.

4.3.2 Programs and materials

Teacher views regarding writing were also affected by the programmes and resources they used in the classroom and school. Teachers usually referred to specific writing programmes or books that had shaped their views on the subject. Six Traits has had a substantial influence on classroom education in Utah, according to teachers there, for example. In Marcy's (HI) opinion, the six attributes are the reason she performs better. My students will learn things that are more personalised to me than if they were just asked to jot down their own goals." "Painted Essay" is highlighted as a technique that has had an impact on education in Vermont. According to Tierney (HI), children are taught to organise their writing in this way because it is a means for them to create an opening paragraph that includes an intriguing hook, background information, or both, depending on the type of writing they're doing. Because she was utilising this instrument, it had an effect on her thinking about her lesson. The "Four Square Writing Method." was used by a number of instructors in West Virginia's public schools. Their educational approaches were greatly affected by this, according to the authors (Gould and Gould, 1999). "I have all kinds of books on how to write a paragraph and how to create a storey," revealed Connie (HI), who utilised a range of materials but preferred the Four Square. By employing four squares in this way, I feel that pupils will be able to view a more complete image. You may break it down into smaller bits now that the completed product is apparent to them. An Illinois high school's teachers who participated in the Step-Up to Writing programme reported that it had a beneficial effect on their pupils' writing

abilities. Step Up to Writing is the name of the programme Sally and her coworkers use. Also, it's something that the district has just recently come to accept, as it is very new. We need a common language so that children can recognise colours and comprehend what is required of them, so they don't have to learn a new phrase for what is expected of them every year. One school in Illinois mandated teachers to utilise America's Choice, while another required them to use a basic reading curriculum. Both of these programmes were designed specifically for low-income students. Dana's depiction of her writing-related training paralleled the prescribed framework of the curriculum. She emphasised that because it is America's Choice, it is all about artefacts and kids using the information on the wall to their advantage. We have rubrics for narrative writing in our writing centre that students utilise to ensure that they are following the proper procedures and simply recording what they have written. There is now a writing procedure in place with the first phase completed.

What do you do next is an excellent question to ask. Next, we offer a range of ways to get started. There are many ways to start a story. Teachers' attitudes about writing were clearly influenced by the materials they had at their disposal. Six Traits, Step Up to Writing, or America's Choice were all phrases used by instructors to describe their classroom activities, no matter what the programme was called. The materials usually contain embedded messages on the many parts of writing that are vital to pupils. Six Traits (Spandel, 2005) is an example of a work that focuses on "good writing," features like ideas, word choice (or lack thereof), organisation (or lack thereof), voice (or lack thereof), word choice (or lack thereof), sentence fluency (or lack thereof), and conventions (or lack thereof). It is a collaboration between corporations and research labs that provides resources and lesson plans as well as rubrics.

For example, when used with the 6+1 Trait® Writing framework, it is an effective means of developing an understanding of what 'great' means in terms of writing. Using the 6+1 Trait model, teachers and students may discover areas of strength and weakness as they strive to improve their writing skills and abilities. (Northwest education.) Other resources, such as Step Up to Writing (Auman, nd), which integrates the six qualities with particular models of texts and America's Choice, sell themselves as having a "foundation," while 6+1 Traits touts itself as having a "foundation." Teaching writing successfully necessitates the use of resources such as lesson plans, models, worksheets, and rubrics, as demonstrated in the

programmes. There is a "process models" for prewriting, composing, and revising provided by Calkins (1986) and Graves (1994), although the programmes differ in how much they supply a specific script for teachers. Although they are arguing for explicit instruction, they seem to agree that writing is a set of processes to follow and traits to model. According to the findings of the study, teachers' perspectives of writing instruction are being influenced by the models. However, teachers' interviews indicated that although some schools allowed them to select the materials they used, others required them to adhere to a predetermined curriculum. Utah, Vermont, Illinois, and West Virginia's high-income schools routinely convened to debate curriculum, while instructors in low-income schools in Illinois were obliged to utilise particular programmes like Writer's Advantage, the writing component of America's Choice, in order to achieve the state's standards. Material selection was also shown to be important by examining the overall impact of policies and standards on instructors' orientations.

4.3.3   Rubrics and assessments

Teachers' viewpoints were also impacted by the rubrics and assessments contained in the larger policies of State Standards and NCLB. NCLB Using rubrics to standardise grading, determine whether or not students have mastered certain skills, and gauge the success of a programme are all ideas that have been floated around (Spandel, 2006). Rubrics were developed by grade level teams at the Illinois high-income school in order to eliminate grade discrepancies. Yes, producing this [rubric] really liberated me because I really wanted to get away from saying, "I really enjoy that," because it's meaningless and doesn't help them improve or see what's weak, and it doesn't help me be more objective in what I'm reading. There were a number of times when we had to offer someone a paper and ask them "How would you score this?" in the beginning.

It was common practise for instructors in Vermont to write and provide rubrics for each of their genres to their pupils. State Standards, "Great Expectations," had a huge influence on Tierney's teaching, and she said, "And [I] have sort of used it [Standards] to basically control what I'm doing." As an element of writing instruction, rubrics were more than just recommendations in certain universities. highlighting her dependence on the rubric as a result of the packaged programme that the school was using: "I'm not crazy about the America's Choice writing programme," Sharon (IL, LI) commented. You must abide by their set of

regulations." Like Sharon, Dana (IL, LI) reported that the writing programme had a significant influence on her approach to rubrics: That was indeed included. If you don't accomplish it in the first 30 days, they provide you rubrics and other resources to help you do it on your own after that. Telling the youngsters what an A paper should look like would help them prepare for it. This is how you're supposed to do it with them, so they know precisely what to do. Rubrics helped some teachers check out important aspects in their writing courses, according to Olene (IL, LI). This is what I'm searching for, so I check it off as well. Then we talk about whether or not they have this or that, she explained. As Anna (WV, LI) put it, "So...and we have a rubric that works," Like, they expect to see this kind of thing in their work, so we teach it in the manner they want it to be scored. Children are taught to integrate these elements in their writing as a result of this."

A growing trend in writing evaluation and testing has been the use of rubrics, whether devised by instructors in a school or incorporated as part of a packaged curriculum. No Child Left Behind mandated that states develop statewide assessment systems in order to meet the requirements of the law. All four states studied have writing standards and assessments in place, and instructors' approaches to writing were shown to be influenced by these standards and tests (McCarthey& Ro, 2011). These tests also had an effect on the attitudes of teachers regarding writing in the classroom.. Even if a student fared well on a test, teachers saw evaluations as necessary. Carla (WV, HI) stated, "We always do fairly well on the writing examinations," We have a strong desire to succeed, and we feel it is critical." There was a noticeable difference in how teachers approached writing after the exams, albeit they didn't always feel that way. As Carla continued, she said,

I think the writing test scores students based on their performance in six different categories. Transitions, a beginning, middle, and end, as well as the use of interesting vocabulary and more complex sentences all contribute to the grade. In my perspective, some children, particularly those in 4th grade, find it a little challenging, but I can't deny that it has been useful to everyone. This means that even though I'll meet with each student one-on-one so that we can do a lot of editing and proofreading, it'll be worth it for the instructor. There is a lot of time and effort involved, but I'm delighted to say that I've seen results. Children, in my

opinion, are significantly superior writers. In addition, I've observed a considerable difference simply because they're starting in lower grades.

Some teachers made changes to their curricula after the state examinations to incorporate writing requirements. As Connie (WV, LI) put it, "There are some things that we will do after the exam that I can't really do before and actually spend some time on. They also impacted teachers' morale and willingness to educate beyond the curriculum. Kristen (UT, LI) observed that "It (state testing) affects the morale of the teachers here," As a rookie teacher, I'd be concerned about how this will affect my classroom instruction." She went on to say that she was worried about losing her job if the school failed to meet the AYP. Shauna (IL, LI), who spent most of her time preparing students for the Illinois Standards Achievement Test's reading section, explained, "The reason we don't focus as much on the writing is because we're looking at the ISAT, and the ISAT their response counts as only like 7 percent, something like that" (ISAT). Consequently, she didn't spend much time writing and instead concentrated on the test's answer section. School climate, programmes and resources, and the larger framework of policies and assessments affected teachers' attitudes on writing teaching according to interviews. Teachers' opinions are influenced by variables such as school demographics, accessible materials, and the greater social and political climate.

5. Conclusion

Teacher interviews regarding writing teaching reveal a clear consensus that providing students with a framework to work within is essential. Some teachers were open to teaching their students how to arrange their writing, how to sequence it and how to incorporate subject sentences into their essays. Many teachers had adopted the use of graphic organisers and other forms to teach organisational skills. According to Graham et al. (2002), the majority of teachers agree that explicit writing instruction is important. The focus on structure is based on these findings. It is one of these aspects that instructors tend to prefer when it comes to explicit education: organising explicit instruction. The interview data, on the other hand, shows that instructors apply this position differently. While some teachers feel that using literary examples might help students succeed, others believe that specialised graphic organisers and styles, such as the "Painted Essay," are necessary. Writing teaching is becoming more explicit and procedural facilitation of writing is gaining some momentum in

accordance with evidence-based practise of scaffolding in writing instruction, according to this finding (Graham &Perin, 2007). When it comes to teaching students how to write, teachers' views on the necessity of organisation and explicit instruction vary widely.

The findings of the study also revealed that different teachers in various educational contexts place a varying priority on certain aspects of writing. Teacher emphasis on rhetorical style development, fostering student voice, and connecting reading and writing were all common themes in high-income school curricula. Teachers' attitudes regarding the significance of regular opportunities to write for an audience in a supportive atmosphere are in line with a natural learning perspective (Graham et al., 2002) and some parts of process writing techniques (Graham et al., 2002). (Graham &Perin, 2007). This is in line with helpful approaches, such as creativity and imagery training, that are essential for young students (Graham et al., 2002). Teaching grammar and mechanics as well as sentence building is more common in low-income institutions, where students are more concerned with "the accuracy" than in wealthier counterparts (Graham et al., 2002). Calkins, 1986 and Graves, 1994 have criticised the emphasis on skill and drill, in which practising norms takes precedence over the process of planning, writing, and revising with the support of teachers. This mindset harkens back to this approach. Teaching tactics for planning and revising, requiring students to create more complex sentences, cultivating interest, and providing examples of writing in a variety of genres are all advised, yet this viewpoint is the complete opposite (Graham et al, 2012; Graham &Perin, 2007).

Writing teaching in high- and low-income schools differs greatly, which raises concerns about the gap in expectations teachers have for students from different socioeconomic backgrounds. Teachers in low-income schools may have been responding to the perceived needs of their students on the other hand. There were more ethnic and linguistic diversity among low-income pupils than those attending high-income schools, where the majority of the students were white from the suburbs. Scripted curricula (e.g. America's Choice) in low-income schools tend to reinforce a focus on fundamental abilities, whereas instructors in high-income schools appear to have greater freedom in selecting curriculum materials and appreciating writing quality beyond grammar and mechanics (see Cummins, 2007). It's becoming increasingly apparent that pupils in low-income schools aren't getting the same

access to rigorous writing programmes as their wealthier counterparts (Taylor et al, 2003; Teale & Gambrell, 2007).

Students' socioeconomic status had a considerable influence on teachers' instruction in both high- and low-income schools, according to teachers. As an example, teachers with pupils who were English language learners (ELLs) commented about how challenging it was for them to meet their needs through writing. As a result, a variety of characteristics, such as socioeconomic position and ethnicity, might account for differences in teacher orientations between high- and low-income schools. It is gratifying to see that children in low-income schools may be receiving the kinds of writing training that Luke (2010) thinks they would receive—scripted, fundamental skills-oriented instruction that will just perpetuate differences in curriculum in various schools (Anyon, 1981). Because of this, new and experienced instructors must be helped to understand the requirements of pupils from a variety of backgrounds, as evidenced by data from many sources. As a teacher, you should encourage your students to write in a variety of genres for a variety of audiences, and you should help them evaluate rhetorical style and voice, as well as reading-writing relationships. In order to assist all students succeed in their writing tasks, this will be in line with evidence-based solutions (Graham &Perin, 2007).

Teachers' attitudes about writing are impacted by demographics, resources, and evaluations, a finding that is consistent with other research that have acknowledged the relevance of context in establishing instructors' attitudes toward writing (Berry, 2006; Reutzel&Sudweeks, 2008; Troia, Lin, Cohen & Monroe, 2011; Troia& Maddox, 2004). Teachers' use of frameworks such as the Six Traits (Spandel, 2005) and resources they rely on, such as certain types of writing, have evolved in recent years, and this research recognises those changes. Teachers' perceptions of writing are changing as a result of the proliferation of books and activities that promise to increase the traits of "excellent writing" It is because of this that textbooks must be examined more thoroughly, including their underlying assumptions and the ways in which students are taught to write.

Teachers' opinions regarding writing instruction are influenced by a wide range of evaluations, from rubrics to state exams, according to interviews conducted with them. Although rubrics themselves are restrictive in their use, it appears that teachers are seeking

more systematic ways to writing evaluation (Spandel, 2006). (Wilson, 2007). This study supports the findings of Evans (2007), who found that instructors' attitudes were influenced by cooperation on standards and rubrics. Teachers, too, were affected by the state tests, as they indicated that they often relate their curriculum to the examinations or teach more real writing following the state evaluations. No Child Left Behind's overall policy may not have a direct influence on teachers' orientations, but rising pressure on educators, State Standards, and a heavy emphasis on testing may shape it in an indirect way (McCarthey, 2008; McCarthey& Ro, 2011).

The study shows some of the flaws of Graham et al(2002instrument)'s for assessing orientations, as well as their own, in that teachers may have more sophisticated attitudes toward writing than those acquired from a survey. Teachers' attitudes and writing practises need to be explored more, according to this study's findings. There are several ways teachers can incorporate the NCTE framework of beliefs into their educational activities. Aside from this, study is needed to identify how instructors might employ professional development in order to deliver fascinating writing tasks to all students, regardless of their socioeconomic status.

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