Supporting English Learners With Disabilities in Writing Through Self-Regulated Strategy Development

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Abstract

English learners with disabilities (ELSWD) regularly face challenges with writing, but there is limited research on what approach to writing instruction is effective for these students. This study examines the effect of Self-Regulated Strategy Development (SRSD) for writing, an evidence-based practice for students with learning disabilities, on the writing of ELSWD. Teachers in a small elementary school participated in practice-based professional development to learn how to teach writing through SRSD. Then, they implemented SRSD writing instruction to support their learners, particularly English learners (ELs) and ELSWD. Fifteen ELWSD received SRSD writing instruction for a total of a year and a half (six quarters). Pretest and posttest writing was analyzed and showed that the majority of students improved in their ability to plan their writing, creating a graphic organizer and using a genre-specific strategy as a part of their prewriting plans. In addition, the majority of students also improved in the number of genre elements included in their essays and overall writing quality. This paper concludes with recommendations for practitioners and for further research.

Keywords

1 Introduction

Many educators face challenges in providing effective writing instruction. This is, in part, because writing involves a multitude of complex cognitive demands (Harris et al., 2008), making it difficult to teach. In fact, many teachers have received limited or no formal instruction on how to teach writing (e.g., Brindle et al., 2015), which results in a great majority of educators feeling unprepared for the task (Ray et al., 2016). In addition, it is challenging for teachers to develop skill and confidence in teaching writing when

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it frequently is not prioritized and given an adequate amount of instructional time (McCarthey, 2008). These challenges are magnified when working with struggling students, including English learners (ELs), students with disabilities, and ELs with disabilities (ELSWD). To effectively support these students, teachers need a structured approach to develop strong writing skills, which are an important component of academic and future success. This study investigates the professional development of structured writing instruction for elementary teachers and the impact on the writing of their ELSWD.

1.1 Self-Regulated Strategy Development for Writing

ELs need support with language development and, as a result, require explicit and systematic writing instruction (Cuenca-Carlino et al., 2018). Self-Regulated Strategy Development (SRSD) for writing is one approach that provides a clear structure and systematic process that can help all students become proficient writers. SRSD has been identified as an evidence-based practice that takes a three-pronged approach to writing with explicit strategy instruction, genre instruction, and self-regulation (Baker et al., 2009). Strategy instruction has been shown to have the largest impact on students' writing, and of strategy-instruction approaches, and SRSD has been shown to have the greatest impact (Graham & Perin, 2007).

This structured three-pronged approach aligns with effective methods for supporting EL writing (see Table 1). As a result, SRSD has been shown to improve the number of genre elements, length, and overall writing quality of ELs (Cuenca-Carlino et al., 2018) and enhanced ELs' skills in revising their writing (De La Paz & Sherman, 2013). Culturally and linguistically diverse students, including ELSWD have also demonstrated increases in quality, length, and perceptions of their writing through SRSD instruction (Torres & Black, 2018).

SRSD's structured nature and focus on explicit instruction are aligned with effective support for ELs because structured approaches that include scaffolding are most supportive for ELs (Shanahan & Beck, 2006), as is literacy instruction that is direct and explicit (Echevarria & Vogt, 2010; Olson et al., 2015). In addition, strategy instruction positively impacts both ELs and native speakers of English in developing literacy skills (Olson et al., 2015). Culturally responsive instruction, a key component of which is modeling, is also key for supporting ELs (Center for Research on Education, Diversity, & Excellence [CREDE], 2004). Through SRSD, teachers model strategies and how to apply them. Modeling with exemplars are particularly helpful for ELs who have had less exposure to academic texts written in English.

ELs also need specific language development and explicit instruction on summarizing and synthesizing information from sources (Grabe & Zhang, 2013), which SRSD includes, along with structured opportunities for spoken and written discussions in academic contexts as well as modeling and practice on using information from sources in writing. SRSD also incorporates explicit vocabulary instruction and development aligned to each genre of writing.

Another challenge that ELs face in writing is that discourse patterns vary culturally, which can impact their writing structure and teachers' perceptions of their writing (e.g., Au, 2005); therefore, ELs benefit from explicit genre instruction (Hyland, 2003; Olson et al., 2015). This explicit genre instruction is a key component of SRSD and includes clear guidelines for students to understand expectations and how to organize academic writing for different genres.

Even when they understand genre expectations, ELs often do not elaborate in their writing due to limited vocabulary and are likely to copy from the text more than English-proficient peers (Grabe & Zhang, 2013). The explicit instruction on what to include in an essay, using a structured outline, provides clear expectations. This also supports idea generation and language development, which help ELs to be more successful with their writing.

Another element of culturally responsive instruction that supports ELs is peer interaction,

collaboration, instructional conversations (CREDE, 2004), and the opportunity to share ideas while learning from others' ideas (Deussen et al., 2008). Structured interaction and collaboration are included throughout the SRSD process, allowing ELs to learn from more proficient peers while using explicit strategies to develop and evaluate their own writing.

Finally, regularly monitoring of students' progress allows teachers to plan purposeful support for ELs (Echevarria & Vogt, 2010) and differentiate based on students' needs. Documenting students' growth (Stecker et al., 2008) also helps them maintain motivation and persistence. Through SRSD, students learn self-regulation techniques to help them check their own work, persist when writing is difficult, and celebrate their successes. This comprehensive approach to writing instruction provides support and instruction for the challenges that ELs face with writing while also providing comprehensive support to meet the needs of all students.

Table 1

Alignment of SRSD and Research-based Recommendations for ELs

Research-Based Recommendations for Working with ELs in Writing	Components of Self-Regulated Strategy Development (SRSD)
Language Development	
• Opportunities for structured talk to prepare for writing is necessary (Olson et al., 2015). • Structured vocabulary and language development are essential. • Instruction needed on summarizing and synthesizing information from sources (Grabe & Zhang, 2013). • Literacy instruction should be direct, explicit, and specific (Echevarria & Vogt, 2010; Olson et al., 2015).	• Rich in discourse • Structured opportunities to participate in academic discourse and develop ideas through speaking and writing • Direct instruction in oral and written academic language • Explicit instruction and modeling on summarizing and synthesizing information from source texts
Explicit Genre Instruction	
• Cultural discourse patterns have a significant impact on culturally and linguistically diverse students' writing (e.g., Au, 2005); thus, ELs need explicit genre instruction (Hyland, 2003; Olson et al., 2015).	• Explicit and systematic teaching of strategies for planning, composing, and revising texts • Explicit genre instruction (opinion/ persuasive, informative, narrative)
Interaction and Group Collaboration	
• Interactive strategies provide ELs with important opportunities to articulate their thinking while learning from the thinking of others (Deussen et al., 2008). • Culturally responsive instruction includes interaction in the form of joint productive activity and instructional conversations (CREDE, 2004).	• Many interactive and collaborative opportunities • Appropriately structured and incorporates engaging interactions with peers and teachers
Structured Instruction	
• When teaching writing to ELs, structured approaches have been found to be more effective than approaches without structure or scaffolds (Shanahan & Beck, 2006).	• Includes modeling, scaffolding, engagement, and practice of multiple drafts during the writing process • Learning is divided into manageable chunks, allowing teachers to provide challenging instruction to students who need extra support

Modeling	
• Teacher modeling is a necessary early step for successful strategy instruction (Meltzer & Hamann, 2005). • Culturally responsive instruction includes modeling (CREDE, 2004).	• Teacher-led analysis of exemplar texts to clarify expectations • Teacher-modeled planning and drafting writing strategies
Assessment and Progress Monitoring	
• Regularly screening students and monitoring their progress (Gersten et al., 2007) using multiple forms of assessment (Meltzer & Hamann, 2005) allows teachers to purposefully plan based on assessment data (Echevarria & Vogt, 2010), while also documenting student growth (Stecker et al., 2008).	• Instruction on self-regulation, including self-monitoring, goal setting, self-instructions, and self-reinforcement • Progress monitoring through evaluating and graphing writing progress

1.2 ELSWD

There is limited research on what works to support ELSWD in writing; however, SRSD shows promise with this population of students. Students with learning disabilities often do not engage in planning or meaningful revisions, resulting in weaker organization, vocabulary, and development of ideas (as measured by overall length; De La Paz, 2001); thus, it is likely that ELs with learning disabilities share this challenge. SRSD was first designated as an evidence-based practice for students with learning disabilities (Baker et al., 2009), and of the ELSWD in the US, approximately half have been identified as having a learning disability (OELA, 2021). Therefore, when SRSD is implemented with an emphasis on language development and responsivity to cultural preferences of students, it is a natural fit for many ELSWD.

The three other most common disabilities among ELs are Speech or Language Impairment, Other Health Impairment (which includes ADHD), and Autism Spectrum Disorder (OELA, 2021). SRSD has shown positive outcomes for students with Speech or Language Impairment (De La Paz, 2001), ADHD (Jacobson & Reid, 2010), and Autism Spectrum Disorder (Asaro-Saddler & Saddler, 2010). Emerging research is also beginning to show these positive effects for ELs with ADHD and ASD (Torres & Black, 2018). Based on the clear and close alignment between research on what works with ELs and students with disabilities in writing instruction and research showing positive impacts with ELSWD, SRSD was chosen as the framework for teachers to support their ELs and ELSWD in this study.

1.3 Practice-Based Professional Development

As with learning any new instructional approach, professional development is beneficial to support teachers' learning and implementation. Practice-based professional development (PBPD) is an effective way to help teachers learn and implement SRSD within their own classrooms (McKeown et al., 2019). This is best achieved by having experts model SRSD lessons and then teachers work in teams to practice the SRSD lessons while considering the needs of their students. Teachers' implementation of SRSD writing lessons is further enhanced when they receive feedback from experts on their performance (Harris, et al., 2012).

Although SRSD has been explored in over 150 studies, few have focused on ELs and even fewer on ELSWD. In addition, the present study is the only one that we know of that looks at three genres: informative, opinion, and narrative. The purpose of this study was to examine teachers' SRSD writing instruction and the impact of that instruction on the writing performance of their ELSWD. The research questions guiding this study are as follows:

1. What impact will practice-based professional development on self-regulated strategy development have on teachers' writing instruction?
2. What impact will teacher's implementation of self-regulated strategy development writing instruction have on the writing performance of ELSWD?

2 Method

Data used in this current study are from a larger writing intervention for elementary students (Authors) that began in the spring (Year 1) and continued through the end of the following schoolyear (Year 2) for a total of three semesters (six quarters). A mixed methods sequential complementarity design (Riazi & Candlin, 2014) was used in this study to gather complementary data to investigate the multilayered nature of writing and to "generate a more complete and elaborated understanding of the various dimensions or facets of a complex phenomenon" (Lee & Greene, 2007, p.369), which instruction and writing often are. The authors, experts in SRSD writing instruction, conducted PBPD and classroom observations with follow-up coaching with 18 elementary teachers (kindergarten through fifth grade) to implement SRSD writing instruction in inclusive and special education classrooms. The authors collected field notes of classroom observations of the teachers' implementation of SRSD and language development support. This was supported by quantitative implementation fidelity and quality data. In addition, all teachers administered pre- and posttests before and after instruction in each genre for a total of four sets of pre- and posttests. The pre- and posttest writing samples of the ELSWD were systematically analyzed quantitively to identify patterns and then further qualitatively to explore those patterns.

2.1 Participants

The larger writing intervention study was conducted at a small elementary school in Hawai'i with approximately 300 students (Authors). Approximately 37% of the students were identified as ELs, approximately13% were identified as having a disability, approximately 14% (15 students) were dually identified as ELSWD, and 98% qualified for free and reduced lunch (StriveHi, 2019). The school's annual report indicated 36% proficiency in Language Arts for students in "subgroups" (ELs, students with disabilities, and "economically disadvantaged") in contrast to 60% of all students in the complex area (which in Hawai'i is similar to a school district). This school was chosen for the study based on their need to support their ELs and ELSWD in language arts, specifically in writing.

In this study, nested sampling was used to investigate more deeply (Onwuegbuzie & Collins, 2007) the writing instruction of the teachers' of ELSWD and to look specifically at the writing of the ELSWD. In the larger writing intervention study, 18 teachers in K–5 participated in the PBPD, and there were 15 ELSWD (Authors). The current study focuses on four different ELSWD and the six teachers who taught them. All of these teachers were female. Their experience averaged 14 years, ranging from one to 25 years. Three teachers identified as Asian, two identified as Native Hawaiian, and one did not provide information on ethnicity. Three teachers had master's degrees and three had bachelor's degrees. Two teachers were general education teachers with inclusive classrooms, and four were special education teachers in special education classrooms.

There 15 ELSWD were in grades one through five (Table 2), and all completed both pre- and posttest for at least one genre. Ten students were male, and five were female. Six students identified Chuukese as their first language, two Marshallese, two English, one Ilocano, and one Mandarin. Of the two students who identified English as their first language, one identified Pohnpeian as the home language and the most used language. The other student who identified English as the first language identified as Micronesian. Demographic data were not available for three students. Twelve students qualified for free and reduced lunch. Thirteen students were categorized as "non-English proficient" (NEP) at the "Entering"

or "Emerging" level on the WIDA ACCESS test (WIDA.wisc.edu). Two students were classified as limited English proficient (LEP) at the "Developing" stage. One student did not have ACCESS data.

Four ELSWD were identified for more in-depth qualitative analysis of their writing. These students were chosen based on their different experiences with teachers and their initial quantitative data to illuminate similarities and differences in their responses to the writing instruction. For their writing instruction, Student D, who we will refer to as Dianlyn, was in an inclusive general education classroom for both years of the study. Both student F, who we will call Freddy, and student K, who we will call Kel were in inclusive general education classes in year one and in special education classes in year two. Student O, who we will call Olivia, was in a special education classroom for both years of the study. Freddy scored the highest on the WIDA ACCESS test of English language proficiency, Olivia had one of the lowest scores, Dianlyn showed a slight decrease in her score from year one to year two, and Kel showed a significant increase from year one to year two.

Table 2

ELSWD Demographics

Student	Gender	Grade	First Language	Home Lang/ Most Used	EL Status	ACCESS R/W	Free lunch
A	F	K/1	English	English	NEP[1]	1/2	Yes
B	M	K/1	Mandarin	Mandarin	NEP[1]	1/.4	No
C	M	2	Marshallese	Marshallese	-	-	Yes
D[+]	F	1/2	*	*	NEP[2]	2.9/2.6	Yes
E	M	2/3	English	Pohnpeian/ English	NEP[2]	3/2.4	Yes
F[+]	M	2/3	Chuukese	English	LEP	3.8/3.4	Yes
G	M	2/3	*	*	NEP[1]	2.9/1.9	Yes
H	M	2/3	Chuukese	Chuukese	NEP[2]	1.9/2.9	Yes
I	M	2/3	*	*	NEP[2]	1.9/1.9	Yes
J	M	3/4	Chuukese	English/ Chuukese	NEP[2]	1.7/3	Yes
K[+]	M	3/4	Marshallese	English	LEP	1.9/3	Yes
L	F	3/4	Ilocano	Ilocano/ English	NEP[1]	1.7/1.9	No
M	M	3/4	Chuukese	Chuukese/ English	NEP[2]	1.8/3	No
N	F	4/5	Chuukese	Chuukese	NEP[2]	2.4/2.2	Yes
O[+]	F	4/5	Chuukese	Chuukese/ English	NEP[2]	1.8/1.9	Yes

Note. *Languages were not identified. [+]Students were the focus of this study. Students with 2 grades listed attended the school in Year 1 & Year 2 of the study in those grades. NEP[1] – Non-English Proficient – "Entering", NEP[2] – Non-English Proficient – "Emerging", LEP – Limited English Proficient, ACCESS R – WIDA ACCESS Reading test score; ACCESS W – WIDA ACCESS Writing test score.

2.2 PBPD implementation

The PBPD on SRSD included an overview of SRSD, modeling, and structured practice of SRSD lessons. In addition, each session covered how to implement mini-lessons to support ELs' language development within SRSD instruction. During Year 1, the teachers participated in a one-day PBPD that lasted six hours and three follow-up two-hour PBPD sessions. In each quarter of Year 2, they attended a one-day PBPD that lasted six hours and one two-hour follow-up session. Year 1 focused on informative writing. Year 2, quarter 1 focused on informative, quarter 2 on opinion, and quarter 3 on narrative writing. After

each initial six-hour session, the teachers began implementing the SRSD instruction for that genre. Each teacher was observed and recieved follow-up coaching covering postive feedback, fidelity feedback, suggestions, plans to differentiate for students who need support, a plan of action, and a discussion of ways the teacher supported the learning of ELs.

Each follow-up session focused on challenges that teachers encountered when implementing the SRSD writing instruction and ways to address those challenges. Most often, the teachers requested information on how to provide language support and implement mini-lessons within SRSD writing instruction to help their ELs. The follow-up PBPD covered information on language development, effective language instruction, and reading support. Additionally, a variety of mini-lessons were presented on topics focused on supporting ELs, including how to teach capitalization and punctuation, subject-verb agreement, vocabulary enrichment, adding attention getters/hooks to essays, turning notes into sentences, verbs and verb tense, punctuation, conjunctions, sentence combining, and more based on teachers requests.

2.3 SRSD implementation

All teachers implemented SRSD, which takes place across six interactive and adaptable stages, that gradually release responsibility from the teacher to students. The six stages of SRSD are (a) develop background knowledge, (b) discuss the strategy, (c) model the strategy, (d) memorize the strategy, (e) support the strategy, and (f) independent performance (Harris et al., 2008). A stage or combination of stages may take several lessons to complete. In addition, students should progress across stages as they meet criteria. Stages 1 and 2 are often combined, and stages 3 and 5 typically take the most time in instruction.

In **the first stage**, teachers develop and *activate background knowledge* on the importance of writing and the genre that they will be writing. For example, they read or review books and stories in that genre and talk about the purpose and characteristics of the genre. In **the second stage**, *disscuss it*, often happening in the same lesson, the teacher creates an opportunity for discourse about writing, students' perceptions of writing, themselves as writers, and what good writers do. The teacher also introduces the two writing strategies – one for the writing process, and one for the writing genre being instructed. This stage includes discussing the elements of writing in general and writing in the specific genre as well as identifying the elements in exemplar and poorly written essays. The strategy for the writing process (all genres) was POW: P=Pull apart the prompt, O=Organize my notes, W=Write and say more (Harris et al., 2019). The strategy for informative writing for grades K–2 was TIDE: T=Topic, I=Important, D=Details, E=Ending (Mason et al., 2012) and for grades 3 –5 was TIDE: T=Topic, I=Important Evidence, D=Details to support evidence, E=Ending (Ciullo & Mason, 2017). The strategy for opinion writing for grades K–2 was TREE: T=Topic, R=Reasons (3) for my opinion, E=Ending, E=Examine (Lane et al., 2011) and for grades 3 – 5 was TREE: T=Topic, R=Reasons (3) for my opinion, E=Explain each reason, E=Ending (Harris et al., 2019). The narrative writing strategy for grades K–2 was WWW What How: W=Where, W=When, W=Who, WHAT=What happened, HOW=How did the story end (Harris et al., 2008) and for grades 3 – 5 was WWW What[2] How[2] : W=Where, W=When, W=Who, WHAT=What happened, WHAT=What happened next, HOW: How did the character feel, HOW=How did the story end (Lane et al., 2011).

The third stage is *modeling*, and the teacher models the entire writing process through gradual release of responsibility over several lessons. This includes modeling the identification of key details in the source text, the planning and writing process, and self-regulation and goal-setting strategies. *Memorize it* is **the fourth stage**, and although already begun and practiced in each lesson, the teacher makes sure that all students have memorized and deeply understand the meaning and function of the strategy, represented by mnemonics. **The fifth stage**, *support it*, continues with teachers supporting students, again through the gradual release of responsibility, to develop more skill and independence with

writing. At this point, additional focus is given to transition words, use of "million dollar" vocabulary words, and other aspects that can help the students' voices be represented in their writing. Teacher support is gradually faded and removed, and students become more independent with writing, goal-setting, and self-regulation. **The sixth stage**, *independent performance*, is when students are able to write independently, with minimal to no support, and generalize the strategies to other content areas. Also, some of the more overt self-regulation measures, such as graphing, may be phased out. During all of the modeling stages, the students follow along and mirror the teacher's actions and processes so that they have practiced doing all of the steps before doing them more independently.

2.4 Overview of SRSD lessons

In this study, the teachers were provided with detailed lesson plans to use as a guide to organize the six stages of SRSD instruction. Teachers were encouraged to go through the lessons at their own pace without rushing. It is common to use several class periods for some of the lessons. The duration of each writing instructional session during a class period was typically 30–45 minutes. This overview and suggested lesson progression was provided to the teachers. The following overarching process of Lessons 1 – 8 was followed by teachers for each genre (i.e., informative, opinion, and narrative).

LESSON 1: Introduction to Strategies (typically two class periods)

- **Process:** Build background and discuss the genre (e.g., what is it, what does it look like, what is the purpose). Teach and practice POW for the writing process. Then, teach the genre-specific strategy to help students understand how to organize notes. Next, guide the students to find the elements of the genre-specific strategy (e.g., topic) in an exemplar essay of that genre. Create a "reverse outline" by making notes for each identified genre element in a graphic organizer.

LESSON 2: Identifying Genre Elements (typically one class period)

- **Process:** Practice POW+ the genre-specific strategy. Then, guide the students to find the elements of the genre-specific strategy in another exemplar of that genre. Create another "reverse outline". Repeat this lesson as many times as necessary for students to clearly understand the general writing and genre expectations.

LESSON 3: Revise a Poor Essay (typically two class periods)

- **Process:** Practice POW+ the genre-specific strategy. Then, find the elements of the genre-specific strategy in a poor example. This example will have missing elements and may even have inappropriate or incorrect information. As the teacher and students identify the elements together and complete the graphic organizer, they discuss what is missing/ incorrect and how to improve it. If students struggle significantly with this step, repeat lesson 2.

LESSON 4: Model the Whole Writing Process (typically three class periods)

- **Process:** Practice POW+ the genre-specific strategy. Students should have them memorized by this point. Then, the teacher models the entire writing process from start to finish, beginning with (P) pulling apart the prompt and discussing what the writing assignment is about. Next, the teacher reads a source text and identifies key information that can be used in the essay – think alouds are an important part of this step. Then, the teacher models (O) organizing notes based on the source text on the graphic organizer. The teacher brainstorms good transition words to include between the ideas and adds those the graphic organizer. Next, the teacher models (W) turning the notes into sentences and a complete piece of writing. Finally, the teacher uses the genre-specific strategy to check the writing and ensure that all of the elements are included and completes a self-assessment graph. The teacher also models self-statements throughout this lesson.

LESSON 5: Guided Group Collaborative Writing (typically three class periods)

- **Process:** Practice POW+ the genre-specific strategy. The teacher guides the students through the

whole writing process (as was done in lesson 4), but with a guided practice approach, prompting and having students begin supplying more of the information.

LESSON 6: Prior Performance (typically one class period)

- **Process:** Practice POW+ the genre-specific strategy. In this lesson, students review any writing they did prior to beginning instruction (often a pretest or diagnostic) to graph that writing. The writing from lessons 4 and 5 were previously completed in the 2nd and 3rd columns of the graph. Students compare so that they can see the improvement in writing after using the POW+ genre-element strategies.

LESSON 7: Collaborative Writing (typically two class periods)

- **Process:** Practice POW+ the genre-specific strategy. The students now guide each other through the whole writing process in collaborative groups with the teacher prompting and supporting as needed. Teachers can pull small groups of struggling writers to provide more support or review previous lessons.

LESSON 8: Supported Independent Writing (typically two class periods)

- **Process:** Practice POW+ the genre-specific strategy. The students now go through the whole writing process independently with the teacher promting and supporting as needed. Teachers can pull small groups of struggling writers to provide more support or review previous lessons.

2.5 Measures

Observations of each teacher were conducted for all genres. SRSD implementation fidelity and quality checklists were used to document teachers' implementation of SRSD (Authors). An author-created EL supports observation form was also used to document EL strategies teachers' implemented. The form was based on the most impactful areas of general teaching support for ELs: (a) making input comprehensible, (b) preparing students for language production, and (c) providing opportunities for feedback (Torres & Rao, 2019) and organized into these categories with several examples of each listed. The authors made notes about the implementation of any observed EL supports. In addition, the authors took extensive field notes during each observation describing the lesson implementation.

Prior to beginning SRSD instruction for each genre, all teachers administered a pretest. After completing all the lessons for each genre, they administered a posttest. The pre- and posttests were designed to elicit source-based writing, which SRSD instruction was based on (Authors). Each pre/posttest included two source texts written at grade level and with a genre specific prompt. The students also had a planning page and a page on which to write. There were two prompts for each genre that were counterbalanced, so half of the teachers administered one topic for the pretest and the other for the posttest. Each pre/posttest had a script for the teacher to read with clear instructions for the students. Teachers administered pre- and posttests for informative writing in the spring of Year 1. In Year 2, teachers administered pre and posttests for informative and opinion writing in the fall and narrative writing in the spring. The same procedures and format were followed for each genre.

2.6 Data analysis

Implementation fidelity was calculated by dividing the number of SRSD steps implemented by the number of steps on the checklist for that lesson. Teacher quality was scored on a 5-point scale (1= not evident to 5= strongly evident) on 10 questions related to quality implementation of SRSD, resulting in 50 possible points. The EL supports observation form and field notes from the observations and coaching sessions were coded to look for implementation of strategies to support ELSWD using the a priori Level 1 codes of (a) making input comprehensible, (b) preparing students for langague production, and (c)

providing opportunities for feedback. The observations were also coded using a priori Level 2 codes (see Table 3).

All student pre- and posttests were scored for total words written (TWW), number of transitions, overall quality, and number of genre elements included (see Authors). In addition, descriptive analysis was used to analyze the features and identify writing patterns in a combined 29 pre- and posttest writing samples of the four ELSWD (see Table 4). The qualitative analysis of the writing was used to further understand the similarities and differences in outcomes of ELSWD's writing across settings. The students' pre- and posttest writing was coded using the a priori organizational categories of (a) planning, (b) quality, (c) elements, and (d) transitions. The substantive categories of planning with a graphic organizer, planning with POW, genre-specific planning, genre-focused quality, and quality of language also emerged during the coding.

3 Results

3.1 Research question 1: Writing instruction for ELSWD

Overall, the six teachers who instructed the ELSWD implemented an average of 6.3 out of 8 lessons for each genre, with a range of 3 to 8 lessons. The implementation fidelity across Years 1 and 2 was 84% (SD = 19.88%, range 50% - 100%). In the spring of Year 1, teachers' implementation fidelity was 89% and implementation quality was 98%. During Year 2, when teaching informative writing, teacher implementation fidelity was 75% (SD = 35%, range 50% - 100%), and quality was 71% (SD = 41%, range 42% - 100%). For opinion writing, teacher implementation fidelity was 79% (SD = 30%, range 58% - 100%), and quality was 81% (SD = 27%, range 62% - 100%). Finally, when teaching narrative writing, teacher implementation fidelity was 89% (SD = 19%, range 67% - 100%), and quality was 90% (SD = 17%, range 70% - 100%).

3.1.1 Making input comprehensible

Teachers implemented several strategies to help make input comprehensible (n = 86) for their ELSWD as noted in the EL supports observation form and field notes from the observations and coaching sessions. First, when helping make input comprehensible, they strategy most frequently employed by teachers was modeling tasks (n = 17). Teachers modeled various parts of the SRSD lessons, such as how to pull apart a prompt and take notes. For example, in the field notes for the second-grade teacher in Year 1, the observer wrote, "Discussed that when she [the teacher] was making her notes, she was using cave man talk (short phrases).", which was an instructed SRSD strategy for making notes. Also, teachers frequently provided scaffolding for understanding (n = 15). For instance, one of the teachers was observed explicitly modeling and discussing how to elaborate in writing by providing different reasons rather than repeating ideas.

Another strategy that teachers used often was setting clear expectations and objectives (n = 13). Teachers started their lessons by providing students with clear expectations and reviewing the learning objective. Teachers were also observed providing support to ELSWD by reducing the complexity of tasks (n = 12). For example, teachers read aloud source texts and notes and reviewed exemplar and poor essays one sentence at a time. Furthermore, teachers used visuals (n = 8) to support students' learning by having students color code exemplar and poor essays with green for the topic, yellow for important details, and red for ending. Observation field notes also indicated one teacher's use of visuals, "She [the teacher] had an additional poster that they went through together about what powerful writing looks like and what powerful writing sounds like."

Additional strategies used by teachers were focused teacher talk (n = 5), building background

knowledge (n = 5), clarifying the purpose of the task (n = 4), and teaching vocabulary in context (n = 4). Teachers were rarely observed eliminating slang and confusing terms (n = 2) and reducing the complexity of content (n = 1). Overall, teachers used the SRSD strategies as well as a variety of additional strategies to help make their input comprehensible.

3.1.2 Preparing students for language production

Observers noted 40 instances of teachers preparing students for language production within field notes and EL supports observation form. The most used strategy was a graphic organizer (n = 24) when examining sample essays and organizing notes for writing essays. The teachers used the graphic organizers provided in their instructional materials that corresponded with the genre specific strategies (e.g., TIDE for informative writing). Other strategies that were regularly used were teaching vocabulary in context (n = 6) and wait time (n = 6). To illustrate, when teaching opinion writing, the special education teacher for fourth and fifth grade students defined and discussed the differences between facts and opinions.

On occasion, observers noted teachers providing word banks (n = 2) and teaching grammar in context (n = 2). For example, the first-grade teacher was observed doing the following, "She taught grammar in context. On her chart paper, she had forgotten to put a period at the end of the last sentence. She pointed out to students that she forgot something. She asked them what should go at the end of the sentence." Sentence starters (n = 0) and sentence frames (n = 0) were never observed being used to scaffold output during SRSD lessons.

Table 3

Implementation of Strategies to Support ELSWD

Level 1 Codes	Making Input Comprehensible (n = 86)	Preparing Students for Language Production (n = 40)	Provide Opportunities for Feedback (n = 94)
Level 2 Codes	• Model tasks (17) • Provide scaffolding for understanding (15) • Set clear expectations/ objectives (13) • Reduce the complexity of *tasks* (12) • Use visuals (8) • Build background (5) • Focus teacher talk (5) • Clarify the purpose of tasks (4) • Teach vocabulary in context (4) • Eliminate slang and confusing terms (2) • Reduce the complexity of *content* (1)	• Graphic organizers (24) • Teach vocabulary in context (6) • Wait time (6) • Provide word banks (2) • Teach grammar in context (2) • Provide scaffolding for output: sentence starters (0) • Provide scaffolding for output: sentence frames (0)	• Provide opportunities for group practice (39) • Check for understanding (34) • Provide opportunities for group interaction (11) • Provide opportunities for revision (9) • Provide feedback to support language development (1)

Note. Coding matrix. Values in parentheses indicate total counts of the strategy use in observation notes.

3.1.3 Provide opportunities for feedback

Teachers provided many opportunities for feedback (n = 94) throughout the observed lessons. There were 39 occasions noted of checking for understanding. For example, teachers asked students questions and reviewed the genre strategies with students. For example, for the first-grade teacher it was noted that, "She frequently checked for understanding through students responding to questions and checking the notes students were writing." Teachers also supported students through providing opportunities for group practice (n = 34). This was often done through the class collaboratively examining sample essays and the class collaboratively planning and writing an essay. Moreover, teachers often had students talk in partners before sharing ideas with the class. As classes progressed through the lessons, students also worked in partners and small groups to practice identifying genre elements within a sample essay.

Students were additionally supported by opportunities for group interaction (n = 11). Teachers often had students share their ideas with the class. Furthermore, teachers provided opportunities for revision (n = 9). An observer noted that in the fourth and fifth grade special education teacher's class, "Students wrote their notes on laminated cards with dry erase markers which allowed for easy revision." There was only one instance observed of providing feedback to support language development.

3.2 Research question 2: Student writing performance

Overall, two students (D – Dianlyn and F – Freddy) completed all four sets of pre- and posttests in years one and two. Eight students completed three sets (E, H, J, K - Kel, L, M, N, O - Olivia), One student completed two sets (A), Three students completed one set (C, G, I), and one student did not complete any sets (B). This resulted in 35 sets of completed pre- and posttests across the two years and three genres (Table 4). One set included pre- and posttest plans and a pretest, but the posttest was illegible. Students demonstrated improvement in their planning, TWW, quality, and elements overall (see data for all ELSWD in Appendix A).

Table 4

Pre- and Posttest Participation

Student	Informative Year 1	Informative Year 2	Opinion Year 2	Narrative Year 2
A	N	Y	Pre	Y
B	N	Pre	N	Pre
C	N	Post	Post	Y
D[+]	Y	Y	Y	Y
E	Y	Y	Y	N
F[+]	Y	Y	Y	Y
G	Y	Post	Pre	Pre
H	Y	Y	Y	N
I	Y	N	N	N
J	N	Y	Y	Y
K[+]	N	Y	Y	Y
L	N	Y	Y	Y
M	N	Y	Y	Y
N	N	Y	Y	Y
O[+]	Y	Post	Y	Y

Note. Y- both pre- and posttest were taken N- no test was taken, Pre-only pretest was taken, Post-only posttest was taken. [+]Student was included in qualitative analysis.

3.2.1 Planning

Plans were not collected in year one. In year two, students improved their plans from pretest to posttest on genres where they took both the pre- and posttest on a total of 16 out of 30 posttests. In addition, nine of the plans had the highest score (5/5) on both the pre- and posttest; an increase was not possible, so a total of 25 improved or were already at the highest level. Only two students had a decrease in the quality of one plan from pretest to posttest. This decrease in score was because the opinion pretest used a t-chart with columns for "bad" and "good" to organize the ideas. On the posttest, the students used the SRSD graphic organizer format and genre-appropriate strategy; however instead of writing details in the graphic organizer, the student wrote out the meaning of each of the letters in the mnemonic.

3.2.2 TWW

Three students increased their TWW from pretest to posttest on all sets that they completed. In addition, TWW increased from pre-test to posttest on a total of 23 out of 34 posttests (one was illegible) in which the student had also taken the pretest for that genre. The increases were fairly even across genre types. Three increases were on year 1 informative writing, five were on year two informative writing, six were on opinion writing, and seven were on narrative writing. The largest increase was from 30 to 151 words, and the smallest increase was from 48 to 50. TWW also decreased on 10 samples. The largest decrease was from 102 to 71, and the smallest decrease was from 51 to 50. Three of the decreases were on year 1 informative writing, three were on year two informative writing, two were on opinion writing (one only decreasing by one word), and two on the narrative writing. Students' TWW increased in 23 out of 34 posttests in which the student had also completed the pretest for that genre. Of the posttests with increased TWW, 17 also increased in quality, and five posttests with a decrease in TWW, increased their quality. Two of the posttests with increased TWW, decreased in quality.

3.2.3 Quality

The overall quality increased on 23 of the 34 pretest and posttest sets with the largest increase in quality from 1 to 6. Four students improved the quality on the year one informative posttest. Seven students improved the quality on both the year two informative posttest and the opinion posttest. On the opinion posttest, the quality increased for all students who took both the pre- and posttest except two students, whose scores remained the same. Five students improved the quality on the narrative posttest. The quality decreased on three students' posttests.

3.2.4 Genre elements

The inclusion of genre elements increased on 25 out of 34 pre- and posttest essays. Of the nine essays that did not improve, four decreased, and the remaining stayed the same. Three students improved on the number of genre elements included from the pretest to the posttest on the year one informative writing, one student stayed the same, and three decreased. On the year two informative writing, six students increased their inclusion of genre elements, only one decreased. and two stayed the same. Eight of the nine students who completed the pre- and posttest opinion writing increased on their inclusion of genre elements, and one students' score remained the same. Eight students who completed both a pre- and posttest narrative essay improved on their inclusion of genre elements. Two students planned but didn't write anything on the pre- or posttest essay pages, scoring zero for both, and one student decreased from one to zero because nothing was written on the posttest essay page.

3.2.5 Transitions

The use of transition words increased on 7 out of 34 sets of pre- and posttest essays. Zero students used transitions on the year one informative pretest. On the posttest, two students improved to include transition words. Similarly, on the year two informative pretest, zero students used transition words, and two students included them on the posttest. On the year two opinion posttest, one student increased and one student decreased the use of transition words from pretest to posttest. No other students used transitions for opinion writing. On the narrative posttest, two students increased from zero transitions on the pretest, one student used the same number of transitions on both the pre- and posttest, and one student decreased from the pretest to the posttest. No other students used transitions for narrative writing.

3.3 Four ELSWD selected for qualitative review

Dianlyn, Freddy, Kel, and Olivia completed 14 sets of pretests with accompanying posttests combined across the two years and three genres (see Table 4). Dianlyn and Freddy both participated in all four pre- and posttest for all genres in both year one and year two. Kel participated in all three of the pre- and posttests in all genres in year two. Olivia participated in both the pretest and posttest in informative in year one, the informative pretest only in year two, and both opinion and narrative pre- and posttests in year two.

3.3.1 Planning

Plans were not collected in year 1. Of the 11 completed sets of pre- and posttests in year 2, eight plans improved from pretest to posttest, two were scored at the highest level on the pretest and remained there at posttest, and one decreased. Freddy and Kel's plans improved from pretest to posttest on all three genres. Olivia had the highest score for both pre- and posttests that she had plans for, and Dianlyn improved on two out of the three sets of plans that she completed.

Planning With a Graphic Organizer. Over the course of the two years, all of the students began using genre-specific graphic organizers when planning their essays. For both the year two informative and opinion posttest plans, it appears that the teacher created the graphic organizer, but Freddy filled it in correctly. On the teacher-provided TIDE organizer, he included a Topic and Important Details, but did not include an ending or transitions. In addition, the writing on the essay page for the posttest did not reflect the details on the plan. For the opinion posttest, he used the TREE organizer and again filled it in with a topic and reasons, but no ending or transitions. He clearly used this plan to write his essay. On the narrative, he wrote the genre-specific strategy and graphic organizer himself, and filled it in with appropriate details for a narrative. On the plan, for "HOW" (how the character feels about what happened), he instead wrote another detail. He again clearly used the information on the planning page to write the essay, which also was missing the "how", but he demonstrated the W in POW, "Write and Say More" as additional details were added to the essay.

Kel's planning page was blank for his first pretest, and for the posttest, like Freddy, the teacher provided a printed graphic organizer with the TIDE strategy for informative writing. He completed the organizer with a topic, three important details, an ending, and three transition words. His essay was clearly based on the planning page; however, the transitions did not appear on the essay. For his pretest opinion plan, he only wrote two sentences on the planning page, and on the posttest planning page, the teacher also wrote out the meaning for each part of the strategy (topic, reason, ending). He completed the graphic organizer including a topic and four details. The fourth detail was included in the section for "ending". His essay is based clearly on this plan and demonstrates an improvement in expressing and supporting an opinion. He again wrote only a word on his narrative pretest, but this time, wrote his own graphic organizer with the genre-specific strategy on the posttest. For the "How", he also wrote another detail; however, he added "We had fun on our vacation" as the "How" as the ending on his essay.

Olivia used T-chart graphic organizers for the year two informative pretest (she did not participate in the posttest). The pretest prompt asked students to describe different types of weather, and she created a T-chart with a column for five types of weather with characteristics written below. She included many details about a variety of types of weather. This is reflected in the essay, which includes a lot of repetition and ideas that are not complete thoughts, for example, "You now why is the sun is to hot because the sunny was hot.". Her opinion pretest also used a T-chart, this time with only two columns (+/-). The reasons listed are not reasons to support her opinion that space travel is important, but they are related to what was written in the source texts. On her opinion posttest plan, she used the TREE strategy with a space for one topic, three spaces for reasons and explanations, and one space for ending; however, some of the reasons and explanations on the plan are questions (example, "Why do kids watch TV?") or are not clear. This plan with explicit spaces for three reasons and explanations may explain the increase in TWW from 62 to 90; however, the lack of clear ideas on the plan is also reflected in the essay, which has many ideas but few clear genre elements and no increase in overall quality.

Dianlyn left the pretest planning page blank for the year two informative writing, but on the posttest, used the TIDE strategy with space for a Topic, three Important Details, and an Ending, which she filled in with topics and transitions (Figure 1). Her plan does not include an ending, instead it repeats one of the previous topics. The transitions on the plan are not applied to the writing, and not all of the elements of the plan are present in the writing; however, it does include a topic and ending. In addition, there is not a significant increase in TWW (48 to 50), but the posttest writing seems to have benefited from the organization and identification of ideas from the plan. For example, on the pretest, she listed many items and repeated ideas when writing about why oceans are important, "there are many creatures in the oceans there are fish and animals in the oceans dolphins turtels and whales are animals that live in the ocean". Whereas, on the posttest, when writing about different types of weather, the writing was more focused with less repetition, for example, "tornadoes are strong winds. these wind twist. Floods happen when it rains a lot. water pours into streets." She continued the use of the TIDE organizer on the pretest for opinion writing, and used the correct one, TREE, for the posttest; but, she filled it in with the meaning of each genre element (Topic, etc.) instead of ideas.
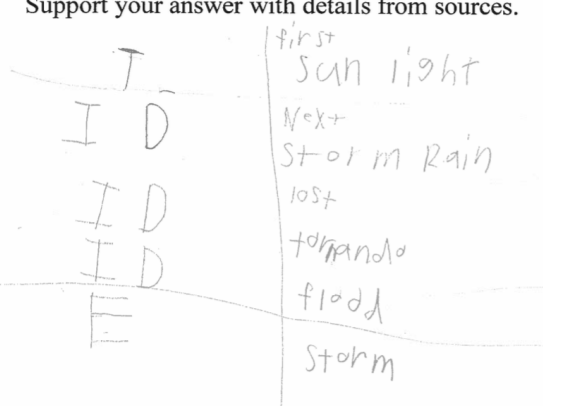
Genre-Specific Planning. Kel and Freddy did not write genre-appropriate essays on their pretests and both either wrote only a few words or left the planning page blank for all the pretests. However, they used the genre-specific graphic organizer (scaffolded for informative and opinion an independently for narrative) on all posttests. After using the genre-specific strategy to plan, each of the posttests essays was appropriate to the genre.

Dinalyn seemed to demonstrate an understanding that she should use the genre strategy to plan as evidenced by her use of the previous genre-specific strategy with a shift to the appropriate genre-specific strategy on the posttests for opinion and narrative (Figure 1). However, the use of the TREE strategy did not help her shift from writing an informative to an opinion essay as her pre- and posttest opinion essays were both more informative and did not include clear opinions or reasons. For the narrative pretest, she used the TREE strategy and shifted to the narrative-genre strategy (WWW What How) for the posttest but was missing the "how" part of the plan. She did not write an essay for pre- or posttest narrative, so it is unclear if this improved planning would correspond to an improvement in writing quality.

Olivia's shift from a 5-column "T-chart" to a 2-column T-chart was reflected in her writing with more focus, but the focused organizer did not help her to successfully write an opinion essay. Her use of the TREE strategy was appropriate to the genre on her opinion posttest, but she again, wrote an informative essay, to the genre-appropriate organizer was not enough to result in genre-appropriate writing.

Figure 1

Dianlyn 2nd Grade Informative Pre- and Posttest Year 2

Pretest	Posttest
Planning Page Directions: Plan an essay about the prompt in the space below. Prompt: Describe why the ocean is important. Support your answer with details from source:	**Planning Page** Directions: Plan an essay about the prompt in the space below. Prompt: Describe different types of weather. Support your answer with details from sources. T I D first Sun light I D Next Storm Rain I D lost tornando E flood Storm

Planning with POW. Dianlyn, Freddy, and Kel visibly used the POW: "Pull Apart the Prompt" strategy; however, Dianlyn used it twice and the other two only used it once. It does not have a clear connection to improved writing or inclusion of genre elements for Freddy, and Dianlyn used it for the one genre that she did not write an essay for.

3.3.2 TWW

The four students completed a total of 14 sets of pre- and posttest essays combined. Freddy increased his TWW on all posttests as did Dianlyn with the exception of the narrative posttest for which she did not write either the pre- or posttest. Both Kel and Olivia decreased the TWW on their first set of pre- and posttests (Kel, year 1 and Olivia, year 2), and then increased on all of the remaining posttests. Increases in TWW do not always indicate improved writing quality; however, Dianlyn and Freddy's increase in TWW on three posttests each also corresponded to an increase in quality. For example, Dianlyn's year one informative pretest consisted of a few simple sentences, like "Limit screen time. Be active." in contrast to more complex sentences on the posttest like, "First libraries help people read becuse there are books." Kel's increase in TWW corresponded to increased quality on two, but a decrease in one posttest also corresponded to an increase in quality. Olivia's increase in TWW on two posttests corresponded to an increase in quality on writing one and a decrease in quality on another.

3.3.3 Quality

The four students improved their overall quality on 11 out of the 14 posttests. Dianlyn, Kel, and Freddy improved their quality on both the year two informative and opinion posttests. Both Dianlyn and Kel had increased the quality of their plan for the informative writing, and Freddy and Kel had increased the quality of their plan for the opinion writing. The improved quality often resulted in writing that is more focused on the task and more developed and complex (in contrast to simple) sentences (see example above). Freddy improved the quality on all the four of the posttests in all genres. His highest quality score was on the first posttest, which increased TWW from 23 to 44 by including more genre elements

and adding a topic (introduction) and ending connected by two transitions, an increase from zero on the pretest. In addition, there were six clear sentences on the posttest, while the pretest was one long sentence that was not quite on topic with much invented spelling (for example, "joklitmek" for chocolate milk; Figure 1).

Dianlyn improved on three of the posttests on informative (year one and year two) and opinion, but she did not write an essay for the pre- or posttest for narrative although she did plan for both. Kel did not participate in the year one pre- and posttest, but increased in all three genres in year two. Olivia scored the same quality on both the year one informative pre- and posttests and the year two opinion pre- and posttests, and she did not complete a posttest for the year two informative writing. None of the students decreased in quality from pretest to posttest.

Figure 2

Freddy's 3rd grade Informative Pre- and Posttest Year 1

Pretest	Posttest
Describe how to be a fit kid. Support your answer with details from sources. I -like joklitmeck becuse it is tast de and vechtne and I like ledes it taste xumee it dus tast good.	Describe how libraries help the community. Support your answer with details from sources. Libraries help the community. First we read book Second they are free third you can choose an book finally Libraries have Story time. that is why people like go to the Libraries.

Quality Appropriate to Genre. One area that most of the students struggled with was expressing an opinion and supporting it with reasons. Teachers taught the informative genre first, and all students wrote posttest essays that reflected the informative genre. The second genre of instruction was opinion, but the majority of students wrote essays that were more aligned with the informative rather than the opinion genre. Although the overall writing quality improved, for example, by developing sentences more, using compound and complex sentences, and adding supporting details and explanation, many students did not improve their quality in relation to the genre. Of the four posttests, only Kel successfully expressed and supported an opinion on his opinion posttest (Figure 3). The other three wrote informative writing on their opinion posttests even though they all were able to use the TREE strategy for opinion writing on their posttests. All three students who wrote narrative posttests, wrote stories, so this group of students seemed to only struggle with developing genre-appropriate writing for opinion writing.

Figure 3

Kel's 4th grade Opinion Pre- and Posttest Year 2

Pretest	Posttest
The space pepoie that fly on Rocket ther call astrhot. The soyal sistem give us cell phone Conecton any they helps us Invent. space travelers ever wer.	**Essay Writing** Directions: Write an essay about the prompt on the lines below. Prompt: Explain your opinion on whether or not watching TV can be good for children. Support your answer with reasons and explanations from sources. I think I kid should not wacn! TV. Cuse kids would not lisen to enrthing anyone ginys. They would not learn anvthing. They wont get any sleep. this is why kids canet wach tv

Quality of Language. Dianlyn used end punctuation on both her year one pre- and posttest writing, but did not use commas in the compound sentences using conjunctions. For example, she wrote, "Second the books are free and you can choose any book.". In year two, she did not use any punctuation on her informative pretest, but improved her spacing and included end punctuation on the informative and opinion posttests. Freddy also improved his use of end punctuation. On his year one pretest, he included one period at the end of everything, but on the posttest, included a period at the end of each sentence. This continued for both opinion and narrative pre- and posttests. His narrative posttest only had end punctuation at the end of the essay. Kel did not use any capital letters or punctuation on the year two informative pre- and posttest. He began using capital letters on the opinion test, but they are not applied following conventional rules. Olivia used end punctuation throughout, adding question marks appropriately in opinion writing and narrative pretest.

3.3.4 Elements

Of the 14 posttests students completed, they improved their inclusion of genre elements on 12, with two scores remaining the same from pretest to posttest. No students decreased their use of genre elements from pre- to posttest. One challenge with genre elements was for students to include a topic and ending. For informative and opinion writing, one pretest had both a topic and ending, one had a topic, and one had a conclusion. On the posttests, four had both a topic and ending, and two had an ending but no topic. None of the narrative pretests included an introduction (Who, When, Where) or ending, which is logical because none of the pretests were narratives. However, all three narrative posttests included an ending, and two of them included an ending aligned with the SRSD strategy, using "How" for "how did the character feel at the end". Kel wrote "we had fun on our vacation." and Olivia wrote, "it was fun went we were at the stuff and we were happy." [It was fun when we were at the stuff and we were happy] (Figure 4). The other challenge with genre elements is for students to write a topic that expresses an opinion and then to support it with reasons rather than simply listed related details.

Figure 4

Olivia's 5ᵗʰ Grade Narrative Pre- and Posttest Year 2

Pretest	Posttest
Essay Writing Directions: Write an essay about the prompt on the lines below. Prompt: Imagine that you are hiking in Grand Canyon National Park. In your story tell about an exciting adventure that you have during your hike. Be sure to include details from sources in your story. I will Share about Hiking. My First reason, some people can Stay over there because So they can take a rest. Second reason, People goose hiking to See ever house and beach and take a Picher. My last reason, Hiking is Sor fun because you can See everthing when we go hiking. What do you Know about Hiking? do you like hiking Yes or no	**Essay Writing** Directions: Write an essay about the prompt on the lines below. Prompt: Imagine that you won a vacation to Orlando, Florida. In your story, tell about an exciting adventure that you have during your vacation. Be sure to include details from sources in your story. once on pond a time there was me and my mom. at nigth me and mom wet to the airport to go Disney world and we weit on the air Plan. it was cool because we can look into the wondoo. when we got off in the air Plan, me and my mom wet to a new house I didn't now there was water Park, baseball games, footbull Game, a car races. at Lego Land is also near by. kids can Play with Legos and go on rides. we wet to the football game and we wet to the kids rides and we wet to a baseball games; and we take a piters. we wet to water

3.3.5 Transitions

Transitions were only used on 5 of the students' essays. Each of the four students used transitions in their writing with Olivia using them twice. Three students used zero transitions on all pretests and increased to use transitions on one posttest each. Olivia used zero transitions on her opinion pretest and three on the posttest, and she also used three transitions on the narrative pretest and then zero on the subsequent posttest.

4 Discussion

In this study, we observed teachers implement SRSD writing instruction that incorporated specific strategies to support ELSWD. Additionally, we observed improvements in students' writing abilities across informative, opinion, and narrative writing.

4.1 Writing instruction

The teacher observations provided evidence that SRSD writing instruction is compatible with strategies that help meet the needs of ELs. The EL strategies that teachers most frequently implemented, as noted in the EL supports observation form and field notes from the observations and coaching sessions, directly aligned with the essential components of SRSD. When supporting ELSWD to make input comprehensible, teachers most often modeled tasks, which is directly aligned with stage three of SRSD instruction, model it. This is consistent with the literature that after receiving PBPD and implementing

SRSD, teachers recognize the importance of modeling for student success (McKeown et al., 2019). An additional EL strategy teachers employed was providing scaffolding for understanding. This connects to the entire SRSD process which allows for a gradual release of responsibility from the teacher to the student. The SRSD model it stage starts with teacher responsibility for the writing process and the support it stage slowly transfers the writing process to the student until the student reaches the SRSD stage of independent performance (Harris et al., 2019).

Furthermore, the teachers in this study implemented the EL strategy of using a graphic organizer to prepare students for language production. Teachers who receive PBPD in SRSD often find utilizing a genre-specific graphic organizer especially important for students who struggle with writing (McKeown et al., 2019). Teachers were also observed providing students with opportunities for feedback through using the EL strategies of checking for understanding and opportunities for group practice. This is consistent with the literature that when implementing SRSD writing instruction, teachers who have received PBPD report reteaching as needed and having students work in small groups and partners to collaboratively work through the writing process (McKeown et al., 2019).

4.2 Students' writing

Overall, the ELSWD in this study made improvements across genres and features of writing (planning, TWW, quality, inclusions of genre elements, and transitions). The majority of students improved their ability to use genre-specific plans to guide their writing. In addition, the majority of posttests showed an improvement on overall quality, inclusion of genre elements, and increased TWW. Very few students in this study used transition words, so this is an area that may need to be enhanced in SRSD instruction by the teachers in our study as well as an area of PBPD to highlight and provide more support on.

All students increased or had the highest score for all of their plans with the exception of one student who decreased in quality on one plan. This student also decreased from pretest to posttest on the overall quality for the opinion writing but did increase the number of genre elements used. This suggests that a quality plan is beneficial for students to improve their overall quality of writing. Additionally, all of the scores that were at the highest level for both pre- and posttests occurred in year two, the majority on opinion and narrative suggesting that students developed their ability to plan over time. Modeling the mnemonic and graphic organizer were strategies that the teachers frequently implemented. In addition, modeling the use of the genre-specific plan is one of the most frequently occurring element of SRSD instruction as it is an integral part of both analyzing the exemplar texts and developing writing. Thus, the students' increases in their plans are consistent with the observations of the teachers' implementation. In addition, all of the students who improved or were at the highest level for their plans for narrative writing also improved the quality of their writing for that genre. This aligns with the research that planning has a positive impact on student writing (Graham et al., 2013).

The majority of the posttests with increased TWW also increased in quality; however, five also decreased the TWW but increased the quality. This is consistent with the literature that as students improve the quality of their writing and learn to develop their ideas more with examples and to add introductions (topic) and endings, their TWW will increase. It is also consistent that sometimes a decrease in TWW can be a result of a more organized essay (Harris et al., 2019).

4.3 Discussion of Dianlyn, Kel, Freddy, and Olivia's writing

As we saw with the students overall, there appears to be a connection between strong plans, TWW, overall quality, and inclusion of genre elements for these four students. Initially, some students seemed to develop understanding of how to fill out the plans, but they were not immediately reflected in the writing, so they did not seem to understand why they were creating plans. One teacher scaffolded Freddy

and Kel's plans on the posttest for year two informative and opinion, which they used to guide their writing. By the third and final genre, narrative, they wrote a comprehensive plan and graphic organizer themselves using the SRSD strategy. Their essays clearly reflected their plans, and they used notes adding additional details in the essay as in the W in POW, "write and say more".

In addition, Dianlyn demonstrated a developing understanding and generalization of the strategies across genres. She did not use a strategy to plan her year 2 pretest writing, but used the genre-specific organizer for informative writing, TIDE, on the posttest. She then used this again on the pretest for opinion writing and shifted to the correct genre-specific strategy, TREE, on the posttest. She again used TREE on the pretest for narrative followed by the correct genre-specific strategy, WWW + What How, on the posttest. This suggests that she had learned that she should use the strategy to plan and applied her most recently learned strategy when approaching a new genre. This application of the strategy was also seen among several other students.

The planning also helped students to focus their ideas more as well as to better align with the genre. This can be seen as Kel's TWW decreased on the year two informative writing posttest but increased in quality and inclusion of genre elements. The increase in quality is due to more focus on the topic with fewer instances of repetition, of which many were present on the pretest. The subsequent opinion and narrative posttests also include a stronger focus on the topic and attention to genre without the repetition of the first pretest. Instruction on this was also observed when one of the teachers modeled how to elaborate, describing how to add additional reasons or details rather than repeating the same ideas. This improvement in writing is also consistent with the literature showing that planning and using the strategies taught in SRSD instruction help students to focus and organize their ideas, resulting in stronger writing outcomes (Graham et al., 2013). In addition, one of the teacher's was observed teaching and giving feedback on students' character descriptions, encouraging them to add the characters' feelings. This was also the focus of one of the follow-up sessions, and if it became an integral part of the teachers' narrative instruction may have contributed to students' improvements in their narrative writing.

Another element of SRSD that helps students to focus their writing and align to the genre expectations is the "Pull Apart the Prompt" part of the POW strategy. However, among the four students, there were only four instances where use of this strategy was visible. None of the teachers were observed modeling this aspect of the writing process, which suggests that this may not have been modeled and taught as frequently as other aspects of SRSD. Research suggests that this helps students who struggle to stay on the topic and to complete their plans with relevant information by helping to focus them on what the prompt is asking. The use of this strategy seems like it would have been particularly helpful for the opinion and narrative writing since a common challenge for both was not writing to the genre.

One area that many students struggled with in both their plans and writing was the ending. Even on graphic organizers that included the "E" for ending, many students filled that space with an additional detail. Also, for the narrative writing, most students included another detail or activity for the final "How", which stands for "How does the character feel about what happened". This seems like an area that would benefit from more focus during lessons one, two, and three when students are analyzing exemplar and poor essays. If teachers draw more attention to the ending and the purpose for the ending, this may help. Because it was an area of challenge for so many students, it might also be a good topic for teacher-led mini-lessons before and after writing. When teachers have students self-check using the genre-specific strategy, they can explicitly have students identify their ending and provide a mini-lesson on endings and an option for students to revise and add their ending.

In addition, ELs need extensive language development support and instruction. This is reflected in many students' essays. There are improvements to students plans and organization of their ideas; however, some of the essays include sentences and details that are not clear or are repetitive. This is a common feature of ELs' writing. When students don't have the language to understand source text, or don't have the language to express their ideas, but understand the expectation of writing an idea and

supporting it with additional details, they will often repeat their ideas. As a result, more support for comprehension of the source texts and more development of language related to the topics would be important to support the students' writing improvement. Three of the students improved their use of punctuation, and all students improved their spelling. One of the mini-lessons that was modeled for the teachers and that many teachers planned to implement was using capital letters and end punctuation, and one of the teachers was observed modeling this grammar form, so it is possible that this aspect of language instruction helped the students to improve quality in that way.

It also seems clear that students would have benefited from more time and practice with all of the aspects of SRSD. The majority of the teachers self-reported not completing all of the lessons, so this is an area that could have an important impact. On average the teachers completed about 6 lessons with one teacher completing only three. This means that the students engaged primarily in the modeling and instruction stages with little to no practice writing collaboratively or independently. Extensive opportunities to write and develop writing routines is essential for ELs writing development (Cuenca et al, 2018), so completing all of the lessons would likely increase the positive impacts on students. In addition, many of the ELSWD did not participate in several of the pre- or posttests. It would be helpful to better assess the students' true progress and understanding to obtain pre- and posttest results from all students for each genre.

Dianlyn, Freddy, and Kel had the most consistent improvements across pre- and posttest. Freddy and Kel were the two students classified as LEP. Dianlyn was classified as an NEP but had the highest NEP in the study. This suggests that as students' English proficiency improves to high emerging or developing levels (as described by WIDA), they show more improvements from SRSD instruction.

4.4 Future research and limitations

Future research should focus on supporting ELSWD to create sentences from their notes and graphic organizers. This was modeled and examples were provided during follow-up PBPD sessions in the current study, but the contrast between students' genre appropriate plans and essays that were not clear or consistent with the genre suggests that more instruction on this would be beneficial. Also, many teachers did not complete all of the lessons; thus, the students were practicing independently for the first time on the posttests, resulting in an incomplete gradual release of responsibility, which should occur in optimal SRSD instruction. Ensuring that teachers can schedule time to instruct students going through all six stages of SRSD instruction likely result in further improvements in students' writing.

Future studies should also consider using culturally relevant and engaging topics. Some of the topics were not familiar to the students. For example, one of the topics was about libraries. However, the school had recently removed all of the books from their school library, and a teacher shared that most of the students did not visit the local library and may not have known what a library is. This lack of familiarity and connection to students' prior knowledge may have caused additional challenges for students. In order for ELSWD to be most successful in writing, providing culturally relevant topics and topics that the students can relate to is important.

4.5 Implications for practice

In this study, SRSD instruction helped ELSWD improve their writing skills, particularly improving students planning, attention to genre, and overall writing quality. SRSD is a recursive and flexible instructional approach that allows teachers to provide mini-lessons or additional modeling for students in identified areas of need. This flexibility allows teachers the opportunity to provide extensive language development support and instruction for ELSWD. When implementing SRSD writing instruction, ELSWD may also need additional or repeated explanations about the purpose of tasks, such as planning,

and how that connects to writing an essay. Teachers may also need to dedicate additional time to ensure that they progress through all of the stages and lessons for SRSD instruction and possibly repeat some of the lessons to ensure that students are developing their understanding and skills before moving on to more complex and independent stages. In addition, opinion writing appears to pose a greater challenge to students than both informative and narrative writing, so teachers may want to allocate additional time and attention to analyzing opinion texts, exemplar essays and discussing what it means to state and support an opinion.

This study adds support to the growing research base that the alignment of SRSD with effective writing support for learners with disabilities and the English learners is a powerful support for ELSWD. The highly structured nature of general and genre-specific writing instruction shows promise with ELSWD and if paired with culturally responsive topics and opportunities for students to bring more of their own experiences and voices into the curriculum could have even more positive impacts.

Appendix A

All Writing Data for ELSWD

Student	Measure	Pre Inform Year 1	Post Inform Year 1	Pre Inform Year 2	Post Inform Year 2	Pre Opinion Year 2	Post Opinion Year 2	Pre Narrative Year 2	Post Narrative Year 2
Student A	Plan	-	-	0	0	0	-	2	3
	TWW	-	-	2	33	..	-	9	2
	Trans	-	-	0	0	0	-	0	0
	Quality	-	-	1	3	1	-	1	1
	Elements	-	-	0	6	0	-	0	0
Student B	Plan	-	-	0	-	-	-	1	-
	TWW	-	-	1	-	-	-	0	-
	Trans	-	-	0	-	-	-	0	-
	Quality	-	-	1	-	-	-	0	-
	Elements	-	-	0	-	-	-	0	-
Student C	Plan	-	-	-		-	3	3	..
	TWW	-	-	-	0	-	0	27	4
	Trans	-	-	-	0	-	0	0	0
	Quality	-	-	-	0	-	0	2	1
	Elements	-	-	-	0	-	0	1	0
Student D *Dianlyn	Plan	N/A	N/A	0	5	5	3	2	3
	TWW	18	44	48	50	0	32	0	0
	Trans	0	4	0	0	0	0	0	0
	Quality	1	3	5	6	0	5	0	0
	Elements	5	6	4	9	0	5	0	0
Student E	Plan	N/A	N/A	2	2	2	5	-	-
	TWW	14	26	0	40	57	44	-	-
	Trans	0	0	0	0	0	0	-	-
	Quality	1	1	0	1	0	2	-	-
	Elements	0	1	0	0	0	3	-	-
Student F *Freddy	Plan	N/A	N/A	2	5	2	5	1	5
	TWW	23	44	0	20	14	24	22	74
	Trans	0	2	0	0	0	0	0	0

	Quality	4	6	0	3	1	2	1	4
	Elements	3	4	0	3	2	3	0	7
Student G	Plan	N/A	N/A	-	0	0	-	0	-
	TWW	37	24	-	18	6	-	13	-
	Trans	0	0	-	0	0	-	0	-
	Quality	1	3	-	1	1	-	1	-
	Elements	7	4	-	1	0	-	1	-
Student H	Plan	N/A	N/A	2	5	0	5	-	-
	TWW	33	20	46	-	37	47	-	-
	Trans	0	0	0	-	0	0	-	-
	Quality	2	1	1	-	1	2	-	-
	Elements	5	0	2	-	2	3	-	-
Student I	Plan	N/A	N/A	-	-	-	-	-	-
	TWW	46	28	-	-	-	-	-	-
	Trans	0	0	-	-	-	-	-	-
	Quality	1	2	-	-	-	-	-	-
	Elements	8	6	-	-	-	-	-	-
Student J	Plan	-	-	5	5	5	3	5	5
	TWW	-	-	41	56	78	x	73	95
	Trans	-	-	0	3	0	x	0	0
	Quality	-	-	2	4	1	x	1	2
	Elements	-	-	4	4	2	x	0	1
Student K *Kel	Plan	-	-	0	5	2	5	0	5
	TWW	-	-	30	22	28	36	30	64
	Trans	-	-	0	0	0	0	0	2
	Quality	-	-	1	2	1	4	1	4
	Elements	-	-	2	3	2	5	0	9
Student L	Plan	-	-	5	5	3	5	5	5
	TWW	-	-	102	71	51	50	30	151
	Trans	-	-	0	0	0	0	0	1
	Quality	-	-	3	2	1	1	1	2
	Elements	-	-	8	5	2	7	0	1
Student M	Plan	-	-	4	5	5	5	5	5
	TWW	-	-	56	52	46	51	49	64
	Trans	-	-	0	3	2	0	3	3
	Quality	-	-	1	4	1	3	2	3
	Elements	-	-	0	5	3	4	1	8
Student N	Plan	-	-	2	5	4	5	5	5
	TWW	-	-	27	48	86	112	70	80
	Trans	-	-	0	0	0	0	0	0
	Quality	-	-	2	3	1	2	1	1
	Elements	-	-	1	3	3	3	0	1
Student O *Olivia	Plan	N/A	N/A	5	-	5	5	5	5
	TWW	23	13	107	-	62	90	65	131
	Trans	0	0	0	-	0	3	3	0
	Quality	2	2	1	-	1	1	1	3
	Elements	2	2	3	-	3	4	0	7

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