

# AN EXAMINATION OF THE STRUCTURAL RELATIONSHIPS OF ADOLESCENT WRITING: IMPLICATIONS OF THE SIMPLE VIEW OF WRITING

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## ABSTRACT

Writing is a complex process for many students, especially for students with learning disabilities and those who experience difficulties with language and the writing process. This complexity has been captured by various writing models, including the Simple View of Writing, a model that posits relationships between transcription level skills, self-regulation executive functions, text generation, and working memory (Berninger & Amtmann, 2003; Berninger et al., 2002; Gough & Tunmer, 1986; Juel, Griffith, and Gough, 1986). To date, however, this model has not been studied at the high school level. Thus, the purpose of this study was to test the Simple View of Writing with a sample of 9<sup>th</sup> grade students. By identifying the best fitting model, the goal was to better understand the relationship between the variables and to explore the extent to which struggling writers differ from non-struggling writers on a variety of writing and cognitive tasks.

Results reveal a 2-factor model (transcription/working memory + text generation [a fluency factor]), suggesting that writing, at least within this sample, is more multi-dimensional. One-way ANOVAs reveal statistically significant differences between struggling and non-struggling writers on most measures. Though this study does not confirm the Simple View of Writing model, it does confirm that writing is not simple and perhaps even suggests that there is a more intertwined nature of the component structure than the triangular structure indicates for adolescent writers.