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**LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADM. DE
SISTEMAS EDUCATIVOS**

CASO DE ESTUDIO

TEACHING WRITING SKILLS, CASE STUDY: CALEB

AUTORES

JENIFER CAROLINA LARREATEGUI MOLINA

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I. INTRODUCTION

It's an accepted fact that teaching writing skills is important for the development of knowledge and is an essential skill in education. Children should be able to express themselves effectively through writing throughout their schooling.

Writing skills are important for success in a variety of subjects, including language arts, social studies, and science. In literacy development, it's important to addressing the nuances of individual learning styles and emotional needs is paramount for fostering growth and success.

The aim of this research is to demonstrate the use of writing as a pedagogical tool. Specifically, it focuses on prioritizing the context of teaching and learning writing as a paramount skill. I will analyze a case study delves into the journey of Caleb, who presents a unique blend of strengths and challenges in his academic pursuits.

Caleb is seven-year-old native English speaker, who lives in Lansing, Michigan. He lives with both his parents. His mother is a high school teacher in the local public school system with a bachelor's degree, and his father graduated from high school. Neither parent works at the same institution as Caleb. He has completed the first grade and is preparing to enter the second grade at a school located in his city. The name of the institution is "Gran Valley".

Caleb's parents paint a portrait of a bright young boy, adept at reading and critical thinking, yet grappling with emotional maturity and socialization. He has many friends and is loved by his teachers, but he has many problems in the classroom due to anger and frustration, refusing tasks, being rude to teachers and parents, acting crazy and making noise during class, crying, shouting, etc.

He has been taken to the principal's office several times to calm him down and reduce tension in the class. Despite his academic prowess in reading and comprehension, Caleb faces hurdles in the realm of writing, as evidenced by consistent markings of 'needs improvement' on his report cards, Caleb is often referred to as a "good inspiration" in reading, vocabulary, and comprehension.

This study focuses on Caleb's journey, to unravel the intricate connections between his literacy skills, emotional state, and classroom behavior. By conducting assessments, analysis, and reflection, we seek to pinpoint the underlying factors contributing to Caleb's struggles with writing and, to determine if he's strengths and challenges as a reading student were related to times when his levels of depression and anger reached elevated levels. Additionally, we endeavor to identify effective teaching strategies that can mitigate his challenges and enhance his writing proficiency.

Through Caleb's story, we explore the vital intersection of literacy instruction and socio-emotional development, shedding light on the importance of tailored interventions in nurturing holistic academic growth. By examining Caleb's experiences, we aim to glean insights that can inform and enrich literacy education practices for learners facing similar obstacles.

This introduction provides an overview of the case study, highlighting its significance and objectives while setting the stage for a deeper exploration of Caleb's educational journey.

Research Questions

Teaching writing skills are crucial for academic development, and similar cases to Caleb have been explored in previous studies, however, further research is needed to understand how to specifically address the difficulties of children like Caleb. As a result, we will develop the following key questions for the case study:

1. What specific classroom situations or triggers seem to elicit frustration and anger in Caleb, and how do these instances correlate with his academic performance, particularly in writing?
2. Given the particular writing assignments that have proven to be a persistent struggle for Caleb, what targeted interventions could be implemented to help solve these issues?
3. To what extent do Caleb's academic achievements, as reflected in his

report cards, align with his overall emotional well-being, and how might improvements in his writing skills positively impact his self-esteem and behavior within the classroom?

General Objective

Design effective pedagogical strategies to enhance Caleb's writing skills.

Specific Objectives

Identify behavioral patterns related to writing challenges.

Assess the effectiveness of personalized lessons tailored to Caleb's needs.

Case Description

Caleb is a seven-year-old boy of native English speaker who studies in Grand Valley located in Michigan. He has completed the first grade and is preparing to enter the second grade. The name of the institution is "Michigan School" where there is a minimum level of English required to advance to the next grade.

The parents say that Caleb is intelligent, cultured, and reflective but "a bit behind" in emotional maturity and socialization. When it comes to his skills and knowledge, Caleb excels in comprehensive reading and mastering vocabulary learned in class. However, expressing himself in writing poses a challenge and obstacle for him to achieve his educational goals throughout the year. For this reason, we are going to develop a pedagogical plan specifically designed to help him overcome these difficulties and level up his writing performance.

II. ANALYSIS

This chapter presents the most significant findings related to writing skills, addressing their fundamental and basic theories. The central purpose of this research is to facilitate communication, aiming to strengthen communicative competencies with a specific focus on written expression.

“Early childhood is a critical period for psychomotor development, since many basic motor capabilities are integrated with other more complex abilities.” (A. Doussoulin, L. Rehbein, 2011, p.38)

“Early writing skills are a set of skills that have a significant impact on children's self-esteem and academic achievement” (Technology and information systems, 2023)

Writing is a form of communication, learning to write involves a complex process reflecting a series of interrelated influences, including cognitive, social, cultural, psychological, linguistic, and technological aspects. Developing writing skills helps children to express their thoughts, ideas, and feelings clearly and systematically. As you learn to express and reflect on your thoughts, you will improve your ability to communicate with yourself and others. Additionally, receptive skills, such as reading and listening, are developed through a detailed understanding of any reading, incorporating the learning of new vocabulary and contextualizing these words in real-life situations.

“Contradictory to what may be thought about the relevance of speaking over writing as a predominant production skill, this can be probably a misconception of the truth. Writing is well-known as an important skill to possess, every educational institution teaches it as part of their curriculum” (Haward, 2022).

Concerning listening skills, these are cultivated through various practices, including listening to videos, conversations, international programs, among others. It is worth mentioning that writing skills sometimes pose a significant challenge for students when developing this proficiency. “In terms of the language teachers' role, they are required to master not only the linguistic knowledge, but also to possess the necessary academic capacities to teach the contents to be learned by their pupils.

However, it is important to start in primary education, where the learners begin creating the basic skills that will help them incorporate their future studies.” (Reinoso Olga, 2023) When children enter school with well-developed oral communication skills, they face the task of acquiring a new set of conventions and skills to express themselves in writing.

“When we deal with communicative competences, we should understand that each skill has sub skills in itself.” (Barreto Adriana, 2011, p. 12) This highlights the complexity and multidimensionality of communicative skills. It's an insightful observation as it acknowledges that, for instance, the overarching ability to communicate breaks down into more specific and detailed components. This underscores the importance of addressing not only the general skills but also their more specific aspects for a comprehensive communicative development.

This includes learning to hold a pencil, form letters, spell words, apply punctuation, and organize thoughts coherently when writing. Writing skills are clearly developed through proper learning of the basic rules of written English, including syntax, spelling, word order, punctuation, and capitalization.

“Only through practice of the writing stages and having in mind what each stage implies can the individual begin noticing what their writing lacks” (Barreto Adriana, 2011, p. 12)

Children must also develop the ability to think abstractly and communicate effectively with a distant audience, with whom they have no direct interaction or immediate feedback. They need to learn to plan their ideas and revise their writing to become skilled and competent writers.

“Writing requires an in-depth and insightful approach that depends not only on the ability to manipulate vocabularies and language components but also on involving thoughts and ideas.” (Tiara Chika Kusuma, 2023)

A highly effective strategy to encourage writing skills in children is to demonstrate the practical applications of writing in your own life. Seize opportunities to highlight everyday situations where you engage in writing and provide explanations about why you do it. When a seven-year-old observes you creating a shopping list,

drafting a thank-you note, or sending a text message and has access to their own writing and art materials, they will be inspired to discover their unique voice and cultivate their talents as an aspiring writer.

Written English is a significant matter because students need to acquire the basic rules of written English, encompassing syntax, punctuation, capitalization, word order, and spelling. This implies that students must progressively acquire all these rules, following steps and learning rules that will help them write clearly and simply. Learning to write in English is not a difficult task, but the learning process will depend on each student and their ability to structure paragraphs and present ideas on the written topic.

According to (Sianturi, 2020) “The act of writing is a complex intellectual ability demanding endeavor that necessitates not only proficiency in grammar, diction, and vocabulary but also the ability to interweave ideas and concepts with precision and coherence”

Writing skills have significant implications for developing reading skills. A growing body of research has provided evidence that writing skills, in particular invented spelling, provide unique predictive information regarding future reading skills.

Writing is crucial because it is a useful form of communication. There are many ways in which the usefulness of writing can be observed. It is necessary to learn to write effectively, not only for professional but also for academic reasons. When students write effectively, the transmission of ideas is better understood by the recipient or the one who needs to read the provided information. Additionally, writing does not mean putting any thought on paper but having a writing purpose with specific, clear, and enlightening details.

To write directly what needs to be clarified and, at times, performed by the reader. All those ideas and thoughts in the mind must be processed to follow a structure to communicate effectively. This process is not well-known by students, but teachers should raise awareness among students about this process.

Children have a great capacity to absorb information during the first years of life, owing them to learn more quickly and effectively than adults.

“Preschool early writing skills (i.e., name writing, letter writing, and invented spelling) had unique predictive relations with kindergarten and first-grade reading outcomes beyond the predictive contributions of preschool early literacy skills.” (E.D., Lonigan, C.J. & Puranik, 2024, p.37).

However, what happens when parents follow these recommendations and make an effort for their son to learn English, but the child faces difficulties in a specific skill, such as writing? This is the case with Caleb, a bright, intelligent child with a notable reading ability, and an exceptionally good student in various skills and subjects. However, he commonly struggles with writing skills, for this reason, he faces a challenge that causes him frustration, anger, and discouragement.

Why does this happen to Caleb? What are the specific difficulties in writing that he faces? Before we begin to argue this question. Firstly, we need to know about the importance of writing as a skill in English, it is essential to understand the nature of this proficiency.

What Are Writing Skills?

Writing skills are abilities we use to express and communicate ideas clearly in writing. We apply some technical knowledge about rules, formats, and style guides when we write. With practice, as we continue to engage in writing, we acquire important skills such as understanding when to use different styles, being able to set an appropriate tone in writing, and expressing our thoughts and knowledge concisely when applying it to work.

Independence, in the sense of having students express their own ideas without much assistance. Comprehensibility, when they are aware they can be understood by themselves and the readers. Fluency, when their texts are easy to follow and well organized. Lastly, creativity, when the text belongs completely to the writer (Asociación Colombiana de Profesores de Inglés, 2011, p.14)

The Teaching Writing

Teaching writing should be seen as a cultivated creation that unfolds through the stages of a writing process. It's important to recognize that this process needs to be learned and supported by guiding principles, directing the act of writing in an effort to enhance awareness of the ability to write and expectations through repetition.

The professionalization of writing studies, through the contributions of pedagogic, cognitive and socio-cognitive, sociolinguistic, discursive, rhetorical or critical approaches, has let us broaden our understanding of writing (Ávila Reyes, Natalia; Calle-Arango, Lina, 2022, p.1)

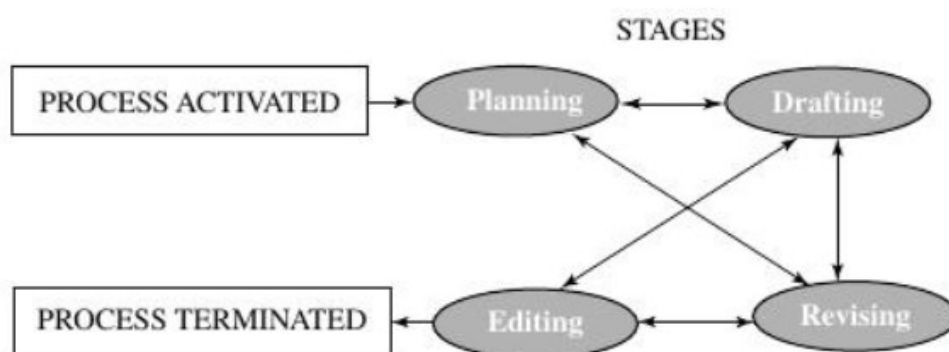
Effective teaching of writing recognizes that it involves more than just transcribing words. It includes generating ideas, organizing thoughts, and expressing them clearly.

Contemplations for Teaching Writing

1. Writing Process: Teaching the fundamental writing process, including brainstorming, outlining, drafting, revising, and editing. Understanding that writing is a recursive process encourages refining work through multiple drafts.

Figure 1

The writing process



Source: Cambridge University, (2010)

1.1 Prewriting: Prewriting is the step in which tools such as free writing, brainstorming, outlining, or clustering are used. In prewriting, no idea is too off topic or too strange.

1.2 Drafting: Is laying down the first rough version of your thoughts and ideas onto paper or screen. It's the stage where you let your ideas flow freely without worrying too much about grammar, spelling, or structure.

1.3 Revising: Is improving your work by making changes to the content, organization, clarity, and overall effectiveness of your writing. During the revising stage, you might rearrange paragraphs, add or delete information, clarify your ideas, strengthen your arguments.

1.4 Editing: Is giving your work a detailed polish, going through the draft with a fine-tooth comb to correct errors in grammar, punctuation, spelling, and style. A meticulous process where you strive to eliminate any mistakes or distractions that could detract from your message.

Theoretical Framework

Our goal is to help Caleb overcome his challenges as we emphasize the importance of children's writing and how it develops as they grow. Of course, there is always one important aspect to consider: not all children develop writing skills at the same rate. The difference may be more notable for younger children in the classroom, depending on the amount of attention and practice they receive at home.

(School of Teacher Education and Florida Center, 2021) Suggest that children's early skill levels and rates of growth in oral language and decoding skills predicted later spelling and written composition, Findings suggest that in addition to having a stronger starting point, the more quickly children can further develop these skills, the more they are able to use them to write productively.

In other words, we can understand that not only is a good starting point crucial, but also the ability to develop these skills quickly. This reinforces the idea that continued improvement in these basic skills is related to writing success. The importance of initial skills and the speed of development in specific areas, such as oral

language and decoding, to predict later success in spelling and written composition.

First, we need to find out what level Caleb is at, or how far behind he is compared to the rest of his classmates. With this information, we can apply some practical techniques and testing methods.

Assessment methods in education are used for teaching and educational purposes. In addition to presenting the knowledge acquired, the purpose is to obtain information about the relevant learning level of an individual or group of learners.

(Syarif Hidayatullah Jakarta, 2023) Says “Teachers used interactive methods for assessment, such as Quizzes, games, or paper-based tests. However, upcoming training is needed to improve most primary teachers about assessing English to young learners, including how to improve primary teacher's creativity for assessing young learners.”

Techniques and Instruments

These tools or tests help us evaluate Caleb's writing skills so that we can analyze his entire performance. The main features are examinations, questionnaires, or tests, and the content generated from such measurements and results ultimately benefits education.

In this case, we will choose the assessment methodology as a writing test to assess Caleb and have a clear starting point from which we can begin to assist him.

3. Feedback and Revision: Providing constructive feedback is crucial. Encouraging students to revise based on feedback promotes a growth mindset, emphasizing that writing is a dynamic, evolving process.

4. Cultivating a Writing Culture: Creating a positive environment and fostering a love for writing are essential. Encouraging students to view writing as a means of self-expression contributes to their development as confident and proficient writers.

Analysis of Writing Samples:

I will conduct a detailed analysis of Caleb's writing samples, breaking down elements such as grammatical structure, vocabulary, coherence, and textual cohesion. This qualitative approach will provide richer insights into specific areas that require attention.

Pattern Identification:

I will explore recurrent patterns in Caleb's writing samples, looking for consistent challenges. Identifying if there are specific themes, types of errors, or particular difficulties that frequently arise in his writing.

Structured Interview

Interview with Caleb's Parents:

Objective: Obtain detailed information about Caleb's experience in the writing learning process from the perspective of his parents.

1. How would you describe Caleb's interest in writing at home?
2. Have you noticed any changes in his attitude towards writing over time?
3. What is Caleb's daily routine regarding activities related to writing?
4. How do you support Caleb with his writing tasks at home?
5. Do you believe there is any emotional or social factor at home that might be affecting Caleb's writing skills?
6. Have you noticed any change in his level of frustration or satisfaction when tackling writing tasks?

These questions are designed to gather specific insights about the environment

and support Caleb receives at home, as well as to identify potential emotional or social factors that may be influencing his writing skills.

Analysis of the Applied Instruments

Following the implementation of lesson plans specifically designed to enhance Caleb's writing skills, significant and encouraging results were observed in both his academic performance and classroom behavior. A noticeable improvement was observed in the quality and coherence of Caleb's written compositions.

After the implementation of the lesson plans, a substantial enhancement in the structure and fluency of his writing was evident. Caleb demonstrated an increased ability to develop coherent arguments and express his ideas more precisely and convincingly. Caleb exhibited frustration and demotivation towards writing tasks, which manifested in his reluctance to actively engage in class activities. Nevertheless, with individualized instruction and additional support provided through the lesson plans, Caleb began to display a more positive and proactive.

In few words, the results of this intervention indicate that the teaching strategies used were successful in improving Caleb's writing abilities and creating a better learning atmosphere. These results emphasize the significance of creating tailored and student-focused educational interventions to optimize academic growth and overall development.

III. PROPOSAL

To address Caleb's challenges in writing skills, a comprehensive strategy involving parents, teachers, and Caleb himself could be proposed. Here is a proposal:

- Conduct a thorough assessment of Caleb's writing skills, identifying specific areas of difficulty such as letter formation, spelling, and organization of ideas.
- Establish regular communication between Caleb's parents and his teachers to share observations and effective strategies.
- Propose the implementation of a pretest and post-test in Caleb's case study. This approach involves assessment before and after pedagogical intervention, which will provide a better understanding of the impact of teaching strategies on Caleb's writing skills development. Specific evaluation tools will be used to measure his ability to express himself in writing, organize ideas, and effectively communicate messages.
- Create lesson plans by implementing this proposal, the goal is to create a comprehensive support environment that addresses various facets of Caleb's writing skills development.

Table 1.
Lesson Plan

LESSON PLAN	
GRADE: Second Grade	LESSON: Introducing yourself
TOPIC: Self introduction	DATE: 3/01/2024
LESSON GOALS: Students will strengthen the ability of introducing themselves to others in a friendly setting, and write their information.	
MATERIALS: <ul style="list-style-type: none"> · Writing board · chalk / marker · Pencils · Textbook 	OBJECTIVES: <ul style="list-style-type: none"> · Develop communication skills · Being able to introduce oneself · Promote self-awareness and help individuals articulate
ACTIVITY: <ul style="list-style-type: none"> · Divide the class in pairs. · Ask each of them to talk politely with the partner. · The other children greet them. · Write the information while answering and questioning each other. · Encourage the students at all times and appreciate them. · We reflect on the importance of introducing oneself well. · Monitor this activity very closely. 	
ASSESSMENT: <ul style="list-style-type: none"> · Each student has to write on a paper the information of their both parents. 	

Elaborated by: Larreategui, J. (2024)

Table 2.
Lesson Plan

LESSON PLAN	
GRADE: Second Grade	LESSON: Sequencing skills
TOPIC: Story sequence	DATE: 5/01/2024
<p>LESSON GOALS:</p> <ul style="list-style-type: none"> · Recall and retell the sequence of events in a text and students identify main narrative components, understand text structure. · Students will be able to use sequence words to describe the order of events in a story. · Engages children in hands-on learning and encourages collaboration and critical thinking as they work together. 	
<p>MATERIALS:</p> <ul style="list-style-type: none"> · Images · Pencils · Paper · Colors 	<p>OBJECTIVES:</p> <ul style="list-style-type: none"> · Learn to express themselves more effectively and creatively through storytelling · Promote language development
<p>ACTIVITY:</p> <ul style="list-style-type: none"> · Prepare a set of picture cards with scenes or events. · Encourage them to examine the pictures and identify which part of the story each picture represents. · They should discuss among themselves and decide the order of events based on the story they represent. · Encourage them to describe and write each event in the correct order. 	
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> · Students can draw the sequence of events in the story. · Encourage them to be creative and colorful with their drawings. · Once the children have finished drawing their pictures, invite them to share their creations with the group. 	

Elaborated by: Larreategui, J. (2024)

Table 3.

Lesson Plan

LESSON PLAN	
GRADE: Second grade	LESSON: Picture Description
TOPIC:	DATE: 9/01/2024
LESSON GOALS: <ul style="list-style-type: none">· Learners look at the language and how it is used. Then they develop their understanding using different practice activities in written form.	
MATERIALS: <ul style="list-style-type: none">· Pictures· Draws· Colors· Board· Paper	OBJECTIVES: <ul style="list-style-type: none">· Students will be able to describe illustrations with grade level words using sentence frames for support.
ACTIVITY: <ul style="list-style-type: none">· Ask students what they can see in the picture.· What's in the background? What's in the foreground?· Go through the following vocabulary on the board· Write the brainstorming ideas to construct a description	
ASSESSMENT: <ul style="list-style-type: none">· Create a short text about their bedroom and how it looks	

Elaborated by: Larreategui, J. (2024)

IV. CONCLUSIONS

Concluding the case of Caleb, the implementation of appropriate lesson plans and engaging discussions with his parents has yielded noteworthy improvements in his writing skills and a discernible reduction in frustration levels. The holistic approach adopted, involving educators, parents, and Caleb himself, has not only addressed specific writing challenges but has also contributed to his overall academic and emotional development.

Improvements in writing skills Caleb's progress in writing skills is evident through consistent and targeted interventions. The lesson plans, tailored to his individual needs, have provided him with a structured framework for developing key aspects such as letter formation, spelling, and organizing ideas. Through focused activities and a gradual approach, Caleb has been able to grasp and apply fundamental writing conventions.

He Increased Self-Expression and Creativity, the emphasis on self-expression and creativity in the lesson plans has not only enhanced Caleb's writing proficiency but has also nurtured his ability to convey thoughts and ideas more imaginatively and coherently. By allowing him to choose topics of personal interest, Caleb has found intrinsic motivation, transforming the writing process into a more enjoyable and fulfilling experience.

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ANNEXES

Annex 1

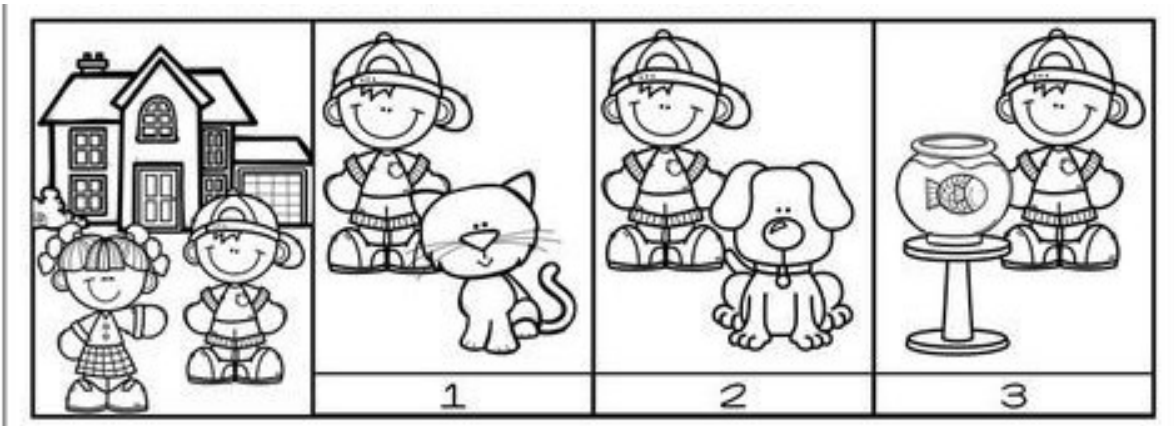
PRE-TEST WRITING SKILLS

1. Personal Introduction:

Write about yourself, include your name, age, and something you like to do.

2. Observe the pictures in order and finish de sentence:

WRITING SEQUENCE



I WENT TO MY FRIEND'S HOUSE.

First, I saw his _____

Then, I saw his _____

Last, I saw his _____

He loves his pet.

3. Picture Description:

Look at the image and write a description.



4. Incomplete sentence

Complete the following sentences:

a. My favorite animal is _____

b. At home, I like to _____

c. When it's sunny, I like _____

Annex 2

POST-TEST
WRITING SKILLS

1. Personal Introduction:

Write about yourself, including your name, age, and what is your favorite food.

2. Observe the pictures in order and finish de sentence:

Narrative Writing

A day with My Dog



I AM GOING TO SPEND A DAY WITH MY DOG.

First, _____

Second, _____

Last, _____

I love my pet.

3. Incomplete Sentences:

Complete the following sentences:

a. My favorite color is _____

b. At home, I like to _____

c. When it's rainy, I like _____

4. Design your superhero and write a short paragraph

