

Improving Paragraph Writing Skills of Grade VI Pupils: A Proposed Intervention Program

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Abstract

This study assessed the paragraph-writing skills of Grade VI pupils at the Mindanao State University–Integrated Laboratory School Standard Madrasah Education Curriculum (MSU-ILS SMEC) and examined teachers’ strategies for teaching and assessing paragraph writing as a basis for a proposed intervention program. The study was conceptually anchored in the Direct and Indirect Effects Model of Writing and a sociocognitive perspective that view writing as a multidimensional process involving linguistic, cognitive, organizational, and self-regulatory abilities. A quantitative-qualitative research design was employed involving 20 Grade VI pupils selected through simple random sampling and two English teachers. Pupils completed a narrative paragraph-writing task evaluated in terms of content, structure, grammar, and vocabulary, while teacher interviews were analyzed thematically with AI-assisted support. Results showed an overall mean of 3.24, interpreted as Satisfactory. Content obtained the highest mean of 3.35, while structure, grammar, and vocabulary each obtained a mean of 3.20. Teaching strategies centered on building foundational skills, planning and organization, contextualized instruction, revision and editing, and engagement and motivation. Assessment practices included rubric-based assessment, attention to mechanics and structure, teacher-led assessment, progress monitoring, and feedback. The findings indicate that pupils possess a functional foundation in paragraph writing while still requiring focused opportunities for further development. Accordingly, a one-week, student-centered intervention program was proposed, although its effectiveness remains to be established through implementation and evaluation. The study aligns most directly with Sustainable Development Goal 4 on Quality Education by supporting improved literacy learning and evidence-informed classroom instruction. Its sustainability contribution is primarily educational and institutional, as it promotes a continuing cycle of assessment, responsive instruction, feedback, and improvement that can support literacy development across learning contexts.

Keywords: Assessment Strategies; Instructional Strategies; Intervention Program; Paragraph Writing; Quality Education; Rubric-Based Assessment; Writing Skills

1. Introduction

Writing is a fundamental component of literacy because it enables learners to generate, organize, communicate, and preserve ideas through written language. At the elementary level, paragraph writing is particularly important because it provides a foundation for more complex forms of written communication required across school subjects. Effective paragraph writing requires learners to coordinate several interrelated abilities, including idea

development, organization, grammatical control, vocabulary use, sentence construction, and revision. Consequently, difficulties in paragraph writing should not be understood merely as isolated grammatical weaknesses but as challenges arising from the interaction of linguistic knowledge, cognitive processes, writing strategies, instructional experiences, and opportunities for meaningful practice. For learners using English as an additional language, writing is especially demanding because they must simultaneously develop knowledge of English and knowledge of how written texts are constructed. Bhowmik and Kim (2022), in their systematic review of K–12 English as a Second Language writing instruction, emphasized that young ESL writers must develop both English-language competence and writing literacy. Their review further highlights the importance of responsive instruction that considers learner characteristics, genre knowledge, instructional strategies, and appropriate classroom techniques. Within this context, the present study examines the paragraph-writing skills of Grade VI pupils at the Mindanao State University Integrated Laboratory School–Standard Madrasah Education Curriculum (MSU-ILS SMEC), while simultaneously investigating teachers' strategies for teaching and assessing writing. Rather than presuming that pupils are deficient writers, the study seeks to establish an empirical profile of their current performance and identify areas that may benefit from additional instructional support. The resulting evidence serves as the basis for a proposed intervention program that is responsive to demonstrated learner needs and existing classroom practices.

Writing has an important role in language development because it allows learners to transform ideas, experiences, and knowledge into organized forms of communication. Deane(2018) conceptualizes school writing as a complex activity shaped not only by linguistic knowledge but also by cognitive and social processes. From this perspective, successful writing involves considerably more than producing grammatically correct sentences; learners must also generate relevant ideas, establish relationships among those ideas, consider their communicative purpose, and monitor the effectiveness of their written output. Writing is closely connected with broader literacy development. Graham et al. (2018), through a meta-analysis of literacy programs that balanced reading and writing instruction, reported positive effects on writing quality, writing mechanics, and writing output, indicating that reading and writing can productively reinforce one another. This suggests that strengthening paragraph writing may contribute not only to written expression but also to the broader development of pupils' literacy and ability to learn through language. The development of English writing skills remains particularly relevant in Philippine basic education. A Philippine investigation of Grade VI pupils reported that teachers associated writing difficulties with limited vocabulary, difficulty conveying and organizing ideas, low motivation and interest, and weaknesses in spelling, grammar, and sentence construction (Saavedra, & Barredo, 2020). The published study involved sixth-grade contexts in the Zamboanga Peninsula, making its findings particularly relevant geographically and educationally to the present investigation. Suelto (2018), as included in the original literature of the present study, similarly emphasized the usefulness of English proficiency in enabling students to express themselves effectively. These concerns should nevertheless be interpreted carefully. Difficulties observed by teachers do not necessarily mean that all pupils have uniformly poor writing proficiency. Writing performance can differ considerably across dimensions: a pupil may generate appropriate content while still experiencing difficulties with vocabulary or grammar or may construct grammatically acceptable sentences while struggling to organize them into a coherent paragraph. Thus, a multidimensional assessment is more useful than a general label of either "good" or "poor" writing. At MSU-ILS SMEC, teachers reported recurring concerns involving limited vocabulary, sentence construction, foundational writing skills, and insufficient practice. These observations establish a legitimate instructional concern, but they also create the need for systematic assessment. Accordingly, the present study does not seek merely to confirm teachers' perceptions; rather, it assesses pupils' actual paragraph-writing performance and relates the resulting profile to teachers' current instructional and assessment practices. Such an approach produces a stronger basis for designing a proposed intervention than relying exclusively on informal classroom observations.

A synthesis of the literature reveals four interconnected themes relevant to elementary paragraph writing: linguistic and compositional difficulties, instructional support, engagement in the writing process, and assessment for improvement. First, writing difficulties are multidimensional. Limited vocabulary and difficulty conveying and organizing ideas have been identified as important constraints on elementary pupils' written expression. Pupils may also perceive writing as difficult, experience insufficient motivation, and struggle with spelling, grammar, and sentence construction (Saavedra & Barredo, 2020). Earlier literature additionally recognized the influence of inadequate literacy preparation and resource constraints on learners' writing development (Chokwe, 2013). Although this latter citation predates the preferred reference period of the present revision, it is retained to comply with the requirement to preserve the manuscript's existing citations. Other studies reinforce the multidimensional nature of writing difficulties. Weaknesses in tense use, grammar, syntax, vocabulary, idea generation, organization, writing anxiety, and dependence on the first language have been associated with difficulties in English writing (Beyreli & Konuk ,2018). Likewise, learners may encounter mechanical, linguistic, cognitive, and psychomotor challenges during writing (El Bashir ,2023). Taken collectively, these findings support assessing several dimensions of pupils' written output rather than using grammar alone as an indicator of writing competence. Second, effective writing instruction requires explicit but flexible instructional support. Teachers need to consider learner characteristics, promote meaningful and enjoyable writing experiences, and incorporate

opportunities for peer interaction and feedback (Elmahida, Nia, & Komariyah, 2021). Bhowmik and Kim (2022) similarly found that K–12 ESL writing instruction benefits from practices responsive to learners' particular language and literacy needs, rather than a single method applied uniformly to all learners. Recent intervention research further supports explicit strategy instruction. Green et al. (2021) examined an upper-primary writing intervention integrating writing strategies, self-regulation, and peer revision and found substantial improvements in writing quality among the intervention group. Although their work addressed essay writing rather than individual paragraph writing, the underlying principles of planning, strategy use, self-monitoring, and revision are directly relevant to developing young writers. Iniesta and Serrano (2020) likewise developed a comprehensive primary-school writing intervention emphasizing direct and explicit instruction, feedback, appropriate instructional content, and motivating activities. These studies suggest that an effective intervention should not consist simply of repeated writing exercises; it should provide structured guidance before, during, and after composition. Third, engagement and meaningful practice are essential because writing proficiency develops through repeated opportunities to plan, compose, evaluate, and improve written texts. Motivation therefore should not be treated as separate from writing instruction. Familiar topics, age-appropriate prompts, collaborative activities, modeling, brainstorming, graphic organizers, and opportunities for revision can reduce unnecessary cognitive demands and enable pupils to concentrate on expressing and organizing ideas. This supports the present study's interest in examining actual classroom strategies rather than focusing exclusively on pupils' final products. Fourth, writing assessment should function not only as a mechanism for assigning scores but also as a source of information for subsequent instruction. The literature reviewed in the original paper identifies contextualized tasks, rubrics, essays, and other structured assessment approaches as useful means of examining writing performance (Pardede, Silaban, Sibarani, & Saragih, 2022). Analyses of student writing have likewise emphasized organization as an important component of paragraph quality (Talain, 2024). Similar attention to paragraph organization is evident in (Rohim, 2019). Taken together, the literature suggests that the most useful assessment-intervention cycle is diagnostic rather than merely evaluative: pupils first produce authentic written work; specific dimensions of that writing are assessed; recurring needs are identified; teachers provide explicit and contextualized instruction; pupils are given opportunities to revise and practice; and subsequent writing is used to monitor development. This cyclical understanding strengthens the rationale for linking the assessment of pupil performance with the study of teachers' teaching and assessment strategies.

At the local level, the study is situated at MSU-ILS SMEC, where English teachers reported concerns about vocabulary, sentence construction, foundational skills, and opportunities for writing practice. These observations are particularly important because writing challenges and effective instructional responses can be context-dependent. The present research therefore provides a school-specific assessment rather than assuming that findings from other populations automatically describe Grade VI pupils in MSU-ILS SMEC. At the national level, paragraph-writing competence is consistent with expectations in Philippine basic education. Department of Education Grade 6 English learning materials explicitly require pupils to compose clear and coherent sentences using appropriate grammatical structures and progress toward extended compositions, including persuasive writing. The curriculum also includes organizing information in preparation for writing and revising written work for correctness and validity. Consequently, the assessment of content, structure, grammar, and vocabulary in the present study is educationally relevant because these dimensions contribute directly to pupils' ability to meet increasingly complex Grade 6 writing expectations. The Philippine literature also provides a particularly relevant comparison. The investigation underlying (Saavedra, & Barredo, 2020) examined Grade VI writing difficulties in the Zamboanga Peninsula and identified vocabulary, idea organization, motivation, spelling, grammar, and sentence construction among teachers' principal concerns. The geographic and multilingual relevance of that research strengthens the need to investigate whether similar concerns are evident in another southern Philippine educational setting while avoiding the assumption that identical patterns will necessarily occur. At the global level, contemporary research increasingly views writing as a strategic, recursive, and socially situated literacy activity. Primary-school intervention research shows that writing quality can be strengthened through explicit instruction, self-regulation, peer revision, feedback, and motivating activities (Green et al., 2021; Iniesta & Serrano, 2020). K–12 ESL research further demonstrates that instruction should respond to learners' language backgrounds and specific writing needs rather than use a uniform approach for all pupils (Bhowmik & Kim, 2022). Together, these perspectives support a context-responsive intervention grounded in empirical assessment.

The study may be strengthened conceptually through the Direct and Indirect Effects Model of Writing (DIEW) developed and expanded by Kim and Graham (2022). The model explains written composition as the outcome of interacting component skills rather than a single generalized ability. These include language-related knowledge, transcription processes, higher-order cognitive processes, and self-regulatory abilities. Vocabulary and grammatical knowledge support sentence construction and precision of expression, while higher-order processes such as reasoning, goal setting, monitoring, and self-assessment contribute to organization and coherence (Kim & Graham, 2022). This framework is appropriate for the present study because the dimensions used to assess Grade VI pupils—content, structure, grammar, and vocabulary—represent observable aspects of a larger writing system. A weakness in one component can constrain overall written expression even when other components are relatively developed. For example, adequate ideas may not produce an effective paragraph if vocabulary

limitations restrict expression, while accurate grammar alone cannot compensate for weak organization or insufficient supporting details. Deane (2018) also provides a complementary sociocognitive perspective by emphasizing that writing development occurs through the interaction of individual capabilities with the demands, practices, and contexts in which writing takes place. This perspective supports examining teachers' instructional and assessment strategies together with pupils' written performance. The pupils' writing cannot be meaningfully understood solely as an individual product detached from the learning opportunities, feedback, models, and writing tasks available in the classroom. Conceptually, the present study therefore follows a straightforward evidence-to-intervention pathway: pupils' demonstrated paragraph-writing performance and teachers' current instructional and assessment practices provide complementary evidence; these data identify strengths and needs; and the identified needs become the empirical basis for the proposed intervention program. Importantly, because the study proposes rather than experimentally evaluates the intervention, it should claim that the program is evidence-informed and responsive to identified needs, not that it has already been proven effective.

The literature establishes that elementary writing difficulties may involve vocabulary, grammar, sentence construction, organization, idea development, motivation, and other interacting factors. It also presents numerous instructional and assessment strategies. However, three gaps remain relevant to the present study. First, much of the literature addresses writing difficulties, teaching practices, or assessment practices separately. A more useful school-based investigation connects these dimensions: it determines what pupils can currently do, identifies how teachers support paragraph writing, examines how teachers determine pupils' progress, and uses these combined findings as a basis for intervention planning. Second, findings from other educational settings cannot automatically be generalized to MSU-ILS SMEC. Even research conducted among Philippine Grade VI pupils does not eliminate the need for local assessment because learner characteristics, instructional practices, available resources, and educational contexts may differ. The present study therefore addresses a contextual evidence gap by establishing a locally grounded profile of paragraph-writing performance and classroom practice. Third, the research problem should not be reduced to asking whether Grade VI pupils are "poor" writers. A more meaningful question is which aspects of paragraph writing are comparatively stronger or weaker and what instructional responses are appropriate to those demonstrated needs. This distinction is particularly important because the study's own findings eventually show satisfactory overall performance rather than generalized failure. Framing the problem diagnostically makes the proposed intervention defensible even when pupils meet a satisfactory level: an intervention can seek to move learners from satisfactory performance toward greater proficiency without portraying them as deficient. Accordingly, the rationale of the study lies in integrating assessment, pedagogy, and intervention design. By combining evidence from pupils' writing with teachers' instructional and assessment practices, the study can formulate a proposed program that is more responsive, feasible, and educationally meaningful than an intervention selected without an empirical needs assessment.

The study aligns most directly with Sustainable Development Goal 4: Quality Education, which seeks inclusive and equitable quality education and improved learning opportunities. In particular, SDG Target 4.1 emphasizes effective learning outcomes in primary and secondary education. The United Nations continues to identify learning quality and teacher capacity as central challenges to achieving SDG 4. The contribution of the present research to SDG 4 is appropriately understood at the school and instructional levels. Developing paragraph-writing competence supports pupils' capacity to communicate knowledge, participate successfully in literacy-based learning, and engage with increasingly complex academic tasks. The study also contributes by examining teachers' instructional and assessment practices and translating locally generated evidence into a proposed intervention. This alignment should not be overstated. The research does not directly measure progress toward national or global SDG indicators. Rather, it contributes to the broader educational objective underlying SDG 4 by promoting evidence-informed improvement of foundational literacy and classroom instruction.

The strongest sustainability contribution of the study is educational sustainability. Foundational writing competence has continuing value because writing is used across language learning, science, social studies, research activities, assessments, and later levels of education. Strengthening pupils' ability to develop ideas, organize information, select appropriate vocabulary, and construct grammatically acceptable written texts therefore supports learning beyond a single English lesson. The study also contributes to institutional sustainability by encouraging a school-based cycle of assessment, instructional response, feedback, and improvement. An intervention derived from actual pupil performance and teachers' classroom experiences is more context-responsive than one adopted solely because it has been used successfully elsewhere. The study can consequently provide teachers and school leaders with locally generated evidence that may inform subsequent lesson planning, progress monitoring, remediation, and enrichment. There is also an indirect social and community dimension. Writing provides learners with a means of communicating experiences, perspectives, explanations, and knowledge. Developing this capacity can support meaningful participation in educational and, eventually, civic and professional settings. Green et al. (2021) similarly situate writing competence within educational achievement and broader social participation. Nevertheless, because the present research does not measure employment, income, civic participation, or community outcomes, these should be presented as longer-term relevance rather than direct effects of the intervention. Overall, the multidisciplinary significance of the research

lies in its integration of language education, literacy development, assessment, learner psychology, instructional design, and institutional improvement. Its principal sustainability value is therefore educational and institutional rather than environmental.

2. Material and methods

2.1 Research Design

The study used a quantitative-qualitative research design. The quantitative component focused on assessing the paragraph-writing performance of Grade VI pupils through a rubric-based writing task, while the qualitative component explored teachers' strategies in teaching and assessing paragraph writing through interviews. The integration of these two forms of data was intended to provide a broader understanding of pupils' writing performance and the instructional and assessment practices used by their English teachers.

2.2 Locale of the Study

The study was conducted at the Integrated Laboratory School–Standard Madrasah Education Curriculum of Mindanao State University–Tawi-Tawi College of Technology and Oceanography (MSU-TCTO) in Sanga-Sanga, Bongao, Tawi-Tawi. The Grade VI pupils involved in the study were enrolled in the Standard Madrasah Education Curriculum Department during School Year 2024–2025.

2.3 Respondents of the Study

The respondents consisted of 20 Grade VI pupils and two English teachers from the MSU-ILS Standard Madrasah Education Curriculum Department. The pupils represented the Grade VI class during School Year 2024–2025. Both English teachers in the department were also included because they were the only faculty members responsible for teaching English and could provide information regarding the strategies used in teaching and assessing paragraph writing.

2.4 Sample and Sampling Procedure

The researchers used a Simple Random sampling technique to select the pupil participants through a lottery-style procedure. A total of 20 Grade VI pupils were selected from the department, which had only one section per grade level. In addition to the pupils, both English teachers were included in the study because they constituted the entire English teaching faculty of the department.

2.5 Research Instrument

Paragraph-writing ability was assessed through a writing task in which the Grade VI pupils were asked to produce at least two paragraphs consisting of approximately 100 words about the happiest moment in their lives. Their written outputs were evaluated using a paragraph-writing rubric. The instrument assessed the pupils' writing in terms of content, structure, grammar, and vocabulary. To obtain qualitative information on classroom practices, the researchers also used interview guide questions to explore teachers' strategies in teaching paragraph writing and assessing pupils' paragraph-writing skills.

2.6 Data Gathering Procedure

Before collecting the data, the researchers sought permission from the school principal and the concerned teachers. The Grade VI adviser was subsequently informed about the study, and parental consent was secured because the pupil respondents were minors. The pupils then completed a narrative writing task about the happiest moment in their lives. The researchers also interviewed the two English teachers using the prepared interview guide questions. The interviews were recorded, after which the responses were transcribed, analyzed, and interpreted.

2.7 Data Analysis Techniques

The study employed quantitative and qualitative approaches to data analysis. For the quantitative component, pupils' paragraph-writing outputs were evaluated using the rubric, and descriptive statistics were used to summarize their performance. Mean scores were calculated for the assessed writing dimensions and interpreted according to the following scale: 5.00–4.20 as Outstanding, 4.19–3.40 as Very Satisfactory, 3.39–2.60 as Satisfactory, 2.59–1.80 as Fairly Satisfactory, and 1.79–1.00 as Did not meet expectation. The original data-analysis section also identifies overall coherence among the dimensions for which means were calculated, although the stated research instrument and reported results identify content, structure, grammar, and vocabulary as the principal rubric criteria. For the qualitative component, the interview responses of the two English teachers were subjected to thematic analysis. Emerging themes were organized for comparative analysis, while participant identifiers were used to maintain anonymity. The manuscript states that the researchers used generative artificial intelligence tools, specifically CiCi Generated AI and ChatGPT, as a “co-pilot” during thematic analysis. This approach was intended to “enhance and complement human capabilities rather than replacing them” (Perkins & Roe, 2024, p. 393). The use of human-AI collaboration was viewed as a means of combining the strengths of the researchers and GenAI tools (Perkins & Roe, 2024). The manuscript subsequently states that Gemini Advanced was used in adopting the AI-assisted analytic procedure by Perkins and Roe (2024).

2.8 Ethical Considerations

Ethical safeguards were observed because the pupil respondents were minors. Permission to conduct the study was requested from the school administration, and informed consent was sought from the pupils' parents or guardians. The consent document explained the purpose of the study, the data-gathering process, possible risks, expected benefits, confidentiality measures, voluntary participation, and the right to withdraw from the study. The manuscript states that participation involved very minimal to no perceived discomfort or risk and that there were no direct benefits to individual pupils, although the findings were expected to provide evidence-based information for educational stakeholders.

3. Results and Discussion

3.1 Paragraph-Writing Skills of Grade VI Pupils

3.1.1 Overall Paragraph-Writing Performance

The Grade VI pupils demonstrated satisfactory paragraph-writing performance across the assessed dimensions. Content obtained the highest mean of 3.35, while structure, grammar, and vocabulary each obtained a mean of 3.20. The grand mean of 3.24 was interpreted as Satisfactory, indicating that the pupils generally demonstrated functional ability in developing content, organizing ideas, applying grammatical conventions, and using vocabulary in paragraph writing. The findings indicate that the pupils possessed a functional foundation in paragraph writing but still had opportunities for improvement across the assessed dimensions. This result is consistent with Rohim (2019) who analyze students' skill in their paragraph writing, concluding that the result of their paragraph writing was categorized as good. More recent research emphasizes that written composition is multidimensional and is influenced by language, cognitive, transcription, and higher-order processes, with different component skills contributing differently to writing quality and correctness (Kim & Graham, 2022). In K–12 ESL contexts, writing development also involves the simultaneous development of English-language proficiency and writing literacy, reinforcing the need to address several writing components rather than viewing writing ability as a single skill (Bhowmik & Kim, 2022).

3.2 Strategies Used in Teaching Paragraph Writing

Five major teaching strategies emerged from the teachers' responses: building a solid foundation, planning and organization, contextualized instruction, revision and editing, and engagement and motivation. These themes represent the instructional practices reported by the participating teachers in supporting Grade VI pupils' paragraph-writing development.

3.2.1 Building a Solid Foundation

The teachers emphasized foundational writing skills before pupils proceeded to complete paragraph composition. The reported practices included reviewing paragraph structure, emphasizing the topic sentence, and reinforcing sentence construction, grammar, vocabulary, punctuation, and other basic writing conventions. These findings indicate that paragraph writing requires pupils to coordinate several linguistic and compositional skills. A study by Graham and Harris (2005) emphasized the importance of explicit grammar instruction, particularly focusing on sentence-combining strategies, in improving students' writing quality and fluency. More recent research similarly conceptualizes writing as dependent on interacting language, transcription, cognitive, and regulatory processes rather than on a single isolated skill (Kim & Graham, 2022). Bhowmik and Kim (2022) further found through a systematic review of 49 K–12 ESL writing studies that teachers need instructional approaches responsive to learners' language and writing needs.

3.2.2 Planning and Organization

The teachers reported using pre-writing strategies to help pupils organize their ideas before composing paragraphs. Their practices included preparing outlines and using graphic organizers to arrange thoughts, establish relationships among ideas, and maintain logical organization during writing. Planning and organization are important because they help pupils generate and arrange ideas before translating them into written language. One study by Hayes and Flower (1980) proposed the "writing as a process" model, which emphasizes the importance of planning and organization in the writing process. Contemporary intervention research also supports systematic writing strategy instruction. Green, Topping, and Lakin (2021) found that a primary-school intervention integrating writing strategies, self-regulation, and peer revision produced large positive effects on writing quality, providing more recent empirical support for explicitly teaching pupils how to manage the writing process.

3.2.3 Contextualized Instruction

The teachers reported contextualizing instruction by connecting paragraph-writing activities with relevant examples, genres, and learning situations. This approach was intended to make writing tasks more understandable, meaningful, and related to pupils' experiences and interests. Contextualized instruction can support writing by making tasks meaningful to learners. One study by Langer and Applebee (1987) found that students who were given opportunities to write about topics that were personally meaningful to them produced more sophisticated and engaging writing. Recent K–12 ESL literature likewise emphasizes adapting instructional practices to

students' needs and recognizing learner-centered approaches as important components of writing instruction (Bhowmik & Kim, 2022). Iniesta and Serrano (2020) also identified motivating activities, explicit instruction, appropriate content, and feedback as important elements in the design of writing interventions for primary-school children.

3.2.4 Revision and Editing

Revision and editing emerged as another instructional strategy. The teachers' reported practices focused on encouraging pupils to review written work, improve the clarity of ideas, and correct grammar and other writing errors before producing a final output. The findings highlight writing as a recursive process in which initial drafts can be improved through review and refinement. Study by Bereiter and Scardamalia (1987) explored the role of knowledge-telling and knowledge-transforming strategies in writing. They found that effective writers often engage in knowledge-transforming, which involves revising and editing their work to create a coherent and persuasive argument. More recent evidence from primary education supports this emphasis: Green, Topping, and Lakin (2021) incorporated peer revision within writing strategy and self-regulation instruction and reported substantial improvements in writing quality. Kim and Graham (2022) also describe revising and editing as part of the complex, recursive coordination required to produce coherent written compositions.

3.2.5 Engagement and Motivation

The teachers identified engagement and motivation as important considerations in teaching paragraph writing. Their reported practices included selecting topics connected with pupils' interests and using collaborative activities to encourage participation in writing tasks. The findings suggest that writing activities become more meaningful when pupils are encouraged to participate actively and relate writing to familiar experiences. Study by Langer and Applebee (1987) found that students who were given opportunities to write about topics that were personally meaningful to them produced more sophisticated and engaging writing. More recently, Iniesta and Serrano (2020) identified motivating activities as an important feature of writing intervention for primary-school children, alongside direct instruction and feedback. Bhowmik and Kim (2022) likewise emphasize student-responsive instructional approaches in K–12 ESL writing classrooms.

3.3 Strategies Used in Assessing Paragraph-Writing Skills

Five assessment strategies emerged from the teachers' responses: rubric-based assessment, emphasis on mechanics and structure, traditional-based assessment, tracking progress, and feedback. These strategies reflected how the teachers evaluated pupils' written outputs, monitored development, and communicated areas requiring improvement.

3.3.1 Rubric-Based Assessment

Rubrics were used to evaluate different components of pupils' paragraph writing. The criteria reported by the teachers included vocabulary, punctuation, grammar, writing mechanics, and organization of ideas. The rubric therefore provided predetermined criteria for evaluating pupils' written outputs. The finding supports the role of analytic assessment in examining writing as a multidimensional performance. McKenna, Dedrick, and Goldstein (2022) developed and validated an analytic writing rubric for elementary learners specifically to measure writing performance and provide information that could guide instruction. Such evidence supports the use of clearly specified writing criteria, although the rubric used in the present study should remain aligned with the particular writing dimensions actually measured.

3.3.2 Emphasis on Mechanics and Structure

The teachers assessed both technical and organizational features of pupils' paragraphs. Vocabulary, punctuation, writing mechanics, topic sentences, supporting details, and conclusions were among the reported areas examined when evaluating pupils' work. These criteria enabled the teachers to consider both language accuracy and organization. A study by Graham and Harris (2005) found that students who received explicit instruction on revision and editing strategies, such as focusing on sentence structure, word choice, and grammar, showed significant improvements in their writing quality and fluency. This highlights the direct correlation between explicit instruction on mechanics and improved writing outcomes. More recent evidence indicates that writing quality and correctness depend on distinguishable but interacting component skills, supporting the assessment of multiple aspects of written composition rather than relying only on a single overall judgment (Kim & Graham, 2022).

3.3.3 Traditional-Based Assessment

The teachers also reported teacher-led assessment practices. Respondent 1 did not use technology when assessing writing, while Respondent 2 personally read pupils' outputs and assigned scores according to a teacher-developed rubric. Thus, assessment in the study was conducted directly by the teachers using established scoring criteria rather than technology-based evaluation. The findings describe the assessment practice within this particular classroom context rather than establishing that one assessment mode is superior to another. The teachers' direct reading and scoring of pupils' work allowed them to examine written outputs against the criteria they had

established. This approach is also consistent with the study's emphasis on teacher judgment and rubric-based evaluation of pupils' paragraph-writing performance.

3.3.4 Tracking Progress

The teachers monitored pupils' writing development through successive written activities. Corrections were recorded in pupils' notebooks during informal writing activities, and later work was examined to determine whether improvement had occurred. This allowed teachers to observe changes in pupils' writing across more than one written task. The findings suggest that assessment can function as an ongoing process rather than solely as a final judgment of a single product. Barrett, Truckenmiller, and Eckert (2020) examined performance feedback during K–12 writing instruction and reported evidence supporting feedback on formative writing measures as a practical approach to facilitating writing development. Continuous monitoring therefore provides information that teachers can use to identify changes in performance and determine areas requiring further support.

3.3.5 Feedback

Feedback emerged as an important component of the teachers' assessment practices. Pupils received written comments, notes for improvement, and individual discussions regarding aspects of their written work that required correction. Feedback therefore functioned as guidance intended to help pupils recognize weaknesses and improve subsequent writing. Hattie, J. (2009), emphasized the importance of specific, timely, and actionable feedback for student learning and improvement. More recent research further supports feedback as an important component of writing instruction. Barrett, Truckenmiller, and Eckert (2020) reported that performance feedback represents a feasible instructional approach for supporting writing development, while Iniesta and Serrano (2020) identified feedback as one of the central considerations in evidence-based writing interventions for primary-school children.

3.4 Proposed Paragraph-Writing Intervention Program

Based on the findings, a one-week student-centered paragraph-writing intervention program was proposed for Grade VI pupils. The program incorporated the identified teaching strategies of building a solid foundation, planning and organization, contextualized instruction, revision and editing, and engagement and motivation. It also incorporated rubric-based assessment, attention to mechanics and structure, traditional-based assessment, progress tracking, and feedback as assessment components. The proposed intervention is consistent with recent literature emphasizing explicit instruction, feedback, motivating activities, writing strategy instruction, revision, and self-regulation in supporting writing development. Iniesta and Serrano (2020) identified direct and explicit instruction, feedback, appropriate intervention content, and motivating activities as central considerations in primary-school writing intervention. Green, Topping, and Lakin (2021) likewise demonstrated that an intervention combining writing strategy instruction, self-regulation, and peer revision could substantially improve writing quality among primary-school pupils. These studies strengthen the evidence base for the components selected for the proposed program; however, because the intervention in the present study was proposed rather than experimentally implemented and evaluated, its effectiveness should not yet be claimed.

4. Conclusion & Recommendations

The findings of the study show that the Grade VI pupils of the MSU-ILS Standard Madrasah Education Curriculum demonstrated a generally satisfactory level of paragraph-writing performance, as reflected in the grand mean of 3.24. Content obtained the highest mean of 3.35, while structure, grammar, and vocabulary each obtained a mean of 3.20, with all assessed dimensions interpreted as Satisfactory. These results indicate that the pupils already possess a functional foundation in paragraph writing but still have areas that can be further strengthened through continued and focused instruction. The qualitative findings further revealed that the participating English teachers employed several strategies to support writing development, including strengthening foundational writing skills, facilitating planning and organization, contextualizing instruction, providing opportunities for revision and editing, and promoting engagement and motivation. In assessing pupils' writing, the teachers used rubric-based assessment, emphasized mechanics and paragraph structure, relied on teacher-led assessment practices, monitored pupils' progress, and provided feedback to guide improvement. Taken together, the quantitative and qualitative findings suggest that paragraph-writing development is supported not only by pupils' knowledge of content, organization, grammar, and vocabulary but also by consistent instructional guidance and assessment practices. These findings therefore served as the basis for the proposed paragraph-writing intervention program intended to reinforce existing competencies and address areas that still require improvement. Because the intervention program was proposed rather than implemented and evaluated in the study, however, the findings establish the need and basis for the program rather than evidence of its effectiveness.

Based on the findings, the study recommends that paragraph-writing instruction continue to strengthen pupils' fundamental competencies in grammar, sentence structure, vocabulary, and paragraph organization while providing structured opportunities to apply these skills in meaningful writing activities. Teachers may incorporate pre-writing activities such as brainstorming, outlining, and graphic organizers to help pupils generate, organize, and connect ideas before drafting. Writing activities should also be contextualized through familiar experiences,

real-world examples, and topics that are relevant to pupils in order to encourage greater engagement and participation. Pupils should be given sufficient opportunities to revise and edit their work, including appropriate peer-review activities, so that they can improve both the content and mechanics of their paragraphs. In assessment, the consistent use of clearly defined rubrics should be maintained to evaluate important aspects of writing, while progress monitoring should be used to determine whether pupils demonstrate improvement across succeeding writing activities. Teachers should likewise continue providing specific, timely, and actionable feedback so that pupils understand both their strengths and the areas requiring further improvement. The proposed intervention program may therefore be used as a structured guide for integrating these instructional and assessment practices; however, its effectiveness should be established through actual implementation and subsequent evaluation before conclusions are made regarding its impact on pupils' writing performance.

5. Compliance with ethical standards

The study was conducted in accordance with ethical principles applicable to research involving human participants, particularly minors. Prior to data collection, the researchers secured permission from the school principal and concerned teachers and informed the Grade VI adviser about the conduct of the study. Because the pupil participants were minors, parental or guardian consent was obtained, and the pupils were also informed that their participation was voluntary. Participants and their parents or guardians were assured that they could withdraw from the study at any time without penalty or adverse consequence. Confidentiality was maintained by ensuring that all information and records collected were used solely for research purposes and that findings were presented in aggregated form without identifying individual pupils. The study involved minimal to no anticipated discomfort or risk, as participants were only required to complete a paragraph-writing activity, while the English teachers participated in interviews regarding their teaching and assessment practices. The consent form also clarified that participation provided no direct benefit to the pupils, although the findings were expected to contribute evidence-based information for educational stakeholders.

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