



Written narratives productions: a review of literature emphasizing pedagogical practice

Produções de narrativas escritas: uma revisão da literatura com foco para a prática pedagógica

Producciones de narrativas escritas: una revisión de la literatura con foco para la práctica pedagógica

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Abstract

This study is to present a view from researches about pedagogical practices developed during the teaching processes of textual production of stories done with Junior High School's students from de first cycle. This is a systematic review, conducted from a search for articles in Capes Journal Web Portal whose one of the specific criterions was the period between 2004 and 2014. Through content analysis, studies were divided into four thematic categories. Results of analysis of 21 studies indicated the predominance of two categories: development of didactic sequences or programs for interventions and pedagogical strategies during the process of textual production teaching. Interventions in written narratives production prioritized individual activities developed with students. The didactic sequences emphasized the role of the genres as object for teaching and learning or considered dimensions of the elements that compose them. Regarding pedagogical strategies, we evidenced two focuses: strategies directed to norm and text and strategies destined to notion of textual genres specifically to recognize discursive and linguistic aspects. We conclude that researches pointed to the necessity and importance of explicit instruction on teaching process of the textual production. Besides, the focus of the researches, until now, is directed to activities developed with students. So we verified that there is a gap into scientific literature regarding development of programs for teaching or intervention with focus to the teacher's work into classroom to help students develop their written

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narratives productions.

Keywords: handwriting; teaching; primary and secondary education; education.

Resumo

Este estudo apresenta um panorama das pesquisas acerca das práticas pedagógicas desenvolvidas no processo de ensino da produção textual do gênero história, com alunos do Ciclo I do Ensino Fundamental. Trata-se de uma revisão sistemática, efetuada a partir da busca por artigos no Portal de Periódicos da Capes, com critérios específicos, dentre eles, o período entre 2004 e 2014. Por meio da análise de conteúdo os estudos foram distribuídos em quatro categorias temáticas. Os resultados da análise de 21 estudos indicaram que houve predominância em duas categorias: desenvolvimento de sequências didáticas ou programas de intervenções e estratégias pedagógicas utilizadas no processo de ensino da produção textual. As intervenções em produções de narrativas escritas priorizaram atividades individuais desenvolvidas com os alunos. As sequências didáticas enfatizaram o papel dos gêneros textuais como objeto de ensino-aprendizagem ou consideraram as dimensões dos elementos que os compõem. Em relação às estratégias pedagógicas, constataram-se dois enfoques: estratégias direcionadas para práticas pedagógicas voltadas à norma e ao texto e, estratégias voltadas à noção de gêneros textuais, especificamente para o reconhecimento dos aspectos discursivos e linguísticos. Concluímos que as pesquisas apontaram para a necessidade e importância da instrução explícita no processo de ensino da produção textual. Além disso, o foco das pesquisas, até o momento, volta-se para atividades desenvolvidas com os alunos. Desta forma, verificamos uma lacuna na literatura quanto ao desenvolvimento de programas de ensino ou intervenção com foco para o trabalho do professor em sala de aula que favoreçam as produções de narrativas escritas dos alunos.

Palavras-chave: escrita manual; ensino; ensino fundamental e médio; educação

Resumen

Este estudio presenta una visión general de las investigaciones acerca de las prácticas pedagógicas desarrolladas en el proceso de enseñanza de la producción textual del género historia con los alumnos del Ciclo I del Enseño Fundamental. Se trata de una revisión sistemática, realizada a partir de una búsqueda de los artículos del Portal de Periódicos de la Capes, usando criterios específicos, entre ellos, el periodo de 2004 a 2014. Los resultados del análisis de 21 estudios indicaron que hubo predominio dos categorías: desarrollo de secuencias didácticas o programas de intervenciones y estrategias pedagógicas utilizadas en el proceso de enseñanza de la producción textual. Las intervenciones en producciones de narrativas escritas priorizaron actividades individuales desarrolladas con los alumnos. Las secuencias didácticas enfatizaron el papel de los géneros textuales como objeto de enseñanza y aprendizaje o consideraron las dimensiones de los elementos que los componen. En relación a las estrategias pedagógicas, fueron evidenciados dos focos: estrategias direccionadas para prácticas pedagógicas destinadas a la norma y al texto e estrategias que se ocuparan con la noción de géneros textuales, específicamente para el reconocimiento de los aspectos discursivos y lingüísticos. Nuestra conclusión es que las investigaciones apuntaron para la necesidad y la importancia de la instrucción explícita en el proceso de enseñanza de la producción textual. Además, el foco de las investigaciones, hasta ahora, está direccionado para actividades desarrolladas con los alumnos. Así, evidenciamos una brecha en la literatura cuanto al desarrollo de programas de enseñanza o intervención con foco para el trabajo del profesor en la clase que ayuden a las producciones de narrativas escritas de los alumnos

Palabras clave: escritura manual; enseñanza; educación primaria y secundaria; educación.

Introduction

According to the data of the Basic Education Development Index (IDEB)¹, Brazil achieved the established goals at all stages of basic education (initial and final years of elementary school and high school). With regard to early years (first to fifth), the national IDEB reached the level 5.0 in 2011 and exceeded the goal established by the Ministry of Education (MEC) that, for the early years of elementary school in 2011 was 4.6 points and, for 2013 was 4.9 points.

However, the data of the International Student's Evaluation Program (PISA)² show that among the 65 countries that comprise the Organization for Cooperation and Economic Development (OCDE), Brazil is still low-ranked. PISA assesses the knowledge and reading skills, mathematics and science. In the assessment carried out in 2012, Brazil was in 55th place in reading ranking, 58th in mathematics' and 59th in science's.

In this context, national and international levels revealed that the concern remains mainly with reading and writing performance, making it the central focus of the first cycle of the Elementary School. Regarding the written production, the National Curriculum Parameters (PCNs, 1998)³ of Portuguese Language recommend that genres, through the elaboration of didactic sequences, are the teaching-learning object for this skill. But the text is presented as the base unit of teaching, the functional unit of communication and linguistic activity.

According to Bakhtin⁴, the genres fulfill functions in communicative situations, including an open and virtually unlimited set of concrete assignments determined by style, subject content and compositional construction. Thus, the genre may refer to a distinct category of speech of any type, whether written or spoken. Thus, formal education in the classroom through systematic activities and situations of explicit instructions on the specificity of each genre enables the development of metatextual awareness of the text structure, organization of their constituent parts and their linguistic conventions⁵.

Therefore, for formal education, it is necessary to find pedagogical strategies to address and develop these aspects. According to Spinillo⁶, so far,

the researches that were aimed for the production of the genre 'story', whether in oral or written modality, were also aimed for understanding how the acquisition and development of narrative skills and understanding in children happen. However, the author highlighted that the understanding of how this process occurs does not guarantee the knowledge on how to develop such skills (emphasis added), indicating that there is a gap about this aspect.

In this context, the role of the speech therapist in the educational field, through actions aimed at speech advising the school staff can assist the understanding of how to improve student's writing production mastery. In order to do this, there must be a partnership between the speech therapist and the teacher in the development of interventions within the school context, specifically to the pedagogical practice. The actions should enable conditions for the improvement of human communication (whether in oral mode and / or writing) and hence for a satisfactory performance, taking as a fundamental basis the work of the teacher in the classroom. Thus, the speech therapist is presented as a partner from the appreciation of knowledge and the know-how of the teacher, sharing the different practices and finding alternatives that enable the construction of strategies and the adaptation of pedagogical practices for better language development and school performance. Therefore, it is possible for the speech therapist to contribute to the development of the student and also for pedagogical practice, without focusing on changes in the oral and / or written⁷ language. Moreover, encourage reflection on the theoretical and methodological aspects of pedagogical practice and specifically on the strategies used in the teaching process of textual production^{8,9}. Thereby, the teacher analyzes his own practice, (re)signifying the same situations, the same activities, context and relationships in which language manifests and represents, improving his teaching and, as a result, the learning of his students.

Given the above, this study is to contribute to researches about pedagogical practices developed during the pedagogical processes of textual production of stories done with Junior High School's students from the first cycle. Therefore, it is intended to indicate a general overview about these scientific productions, also pointing to future needs.

Method

This is a systematic review that addresses the issue of pedagogical practices developed during the teaching processes of textual production of the genre “stories” done with Junior High School’s students from the first cycle. A systematic search of these studies was carried out from specific criteria, based on the Periodical Portal of Higher Education Personnel Improvement Coordination (CAPES). The descriptors used with different combinations were: written language; written narrative; text production; genre stories; metatextual awareness; intervention program and education program.

In order to refine the search, in the first stage, we have established some criteria. The main one was that the period should be between 2004 and 2014. The second criterion established was that of sub-themes, in other words, priority was given to articles investigating the written narrative productions, specifically focusing on interventions for pedagogical practice. The third and fourth criteria, respectively, considered published researches in the field of education, linguistics, speech therapy and

psychology in Portuguese and Spanish. Finally, they considered systematic reviews and meta-analysis on the subject, excluding the scientific productions that did not comply with the theme of these researches.

Thus, there was a descriptive summary of each study and, through content analysis¹⁰, they were distributed and presented in charts, based on four thematic categories: a) Development of didactic sequences or intervention programs in the teaching process of textual production; b) teaching strategies used in the teaching process of textual production; c) Performance of elementary school students in the production of written narratives and, d) Influence of production (visual or verbal support) in writing of students

Resultados

Table 1 presents the distribution of studies according to the absolute and relative frequency of the articles, refined and selected for analysis.

TABLE 1: DISTRIBUTION OF STUDIES FOUND, REFINED AND SELECTED FOR ANALYSIS

Articles	Absolute frequency (n)	Relative frequency (%)
Found	11.279	100
Refined	7.190	64
Selected for analysis	21	0.3

It is possible to affirm that many researches have been published in the fields of education, linguistics, speech therapy and psychology, showing different approaches. However, only 0.3% of these studies have addressed the issue concerning the production of narratives written by the students of

the first cycle of elementary school, specifically focused for teaching practice developed in the process of textual production of the genre “stories”. Moreover, most researches on Spanish language directed their investigations to the issues of the

¹Na prática pedagógica é bastante recorrente a solicitação de produções textuais narrativas, em que os alunos devem narrar acontecimentos, ou seja, “contar uma história”. De acordo com Dolz e Gagnon⁵ estas produções se referem ao gênero textual conto. Embora o termo “história” não seja considerado como um gênero textual, para os propósitos deste trabalho usaremos o termo “história”, mantendo-o entre aspas, para indicar a imprecisão conceitual deste termo como um gênero.

reading comprehension ability, as well as other investigations considered these issues and also the text production skills to the population of Higher Education.

This indicated a possible gap in the literature regarding intervention programs gear to the teacher's job to teach the textual production. Then, the description of the items that were selected for analysis was presented through Charts.

1) Development of didactic sequences or intervention programs in the text production process of teaching

This category refers to the studies that expose the development of didactic sequences or intervention programs characterized by systematic activities for the teaching of textual production of the genre "story." Chart 1 below presents the description of those studies.

Author(s)/ Year	Objective	Procedures	Results
Silva (2013) ¹¹	To investigate the effect of review processes in terms of spelling, cohesion and coherence, through revision grids, of the quality of written productions of the students of the 4th year of elementary school in Portugal.	Students were divided into experimental and control groups. The pre- and post-test consisted of a written production of a particular topic. During two months the students in the experimental group wrote a production always subordinate to a theme and they reviewed the initial version through three grids, with guidance on spelling, cohesion and coherence. It was also provided explicit feedback about the nature of the errors and cohesion and coherence gaps	The grids used and the explicit feedback functioned as a orientation support, allowing students in the experimental group to review and better performance in the written narratives. There was the detection and correction of wide variety of misspellings, cohesion aspects (score and textual elements of continuity) and consistency (narrative structure - six categories of narrative information based on Mandler and Johnson (1977)). The author concluded that the review, when students are properly guided, can serve as an instrument of improvement in the quality of narrative texts and a basis for the intervention of writing programs. Also points out that the review process was carried out individually, however, it suggests that the pedagogical work with grids can also be done in the context of the classroom. In Portugal, the pedagogical work oriented to writing process is relatively scarce , rising or correcting only the final product..

Rodrigues and Vilela (2012) ¹²	To investigate the influence of the production situation from the metatextual awareness activities in the preparation of narrative texts for students of the 1st and 3rd grade (at the time) of elementary school from two public schools of Minas Gerais.	Three sessions with metatextual awareness activities were held with students individually. 1st session: presented short stories with its constituent parts marked in different colors. 2nd session: used engravings sequence corresponding to parts of a story. 3rd session: mounting a deck of story. Students wrote a story in free situation in before and after the test .	The authors concluded that the metatextual awareness activities favored the better performance in the written narrative productions of the students, especially the 3rd grade, being more appreciable on the characteristics (Rodrigues, 2007) than in the categories of narratives (Spinillo, 2001). In other words, the intervention did not influence the development of the categories of narrative, as most of the stories of the students of the 1st grade were classified in category II and, in the 3rd grade, the stories of students concentrated in category III. However, as the structural elements of the story characteristic, the authors found that, in their grades, the narratives showed more elaborate outcomes and resolution of the problem situation. The authors suggest that further studies investigate the didactic aspect of the production of texts about the pedagogical adaptation to the cognitive aspects of the students. They stressed special attention to the situation of production involving metatextual awareness activities, highlighting the importance of the teacher himself, from specific training, administer the interventions in the classroom.
Cárnio et al., (2012) ¹³	Verify the effectiveness of a promotional of written narratives program in students of the 3rd grade (at the time) of elementary school of a public school in São Paulo.	During the weekly development of the Written Narratives Promotion Program, children's stories books were used, being held six meetings. After the reading and oral presentation of the story to the class, a discussion about the theme of the book was held. The students then wrote another story on the theme discussed in class. Students were evaluated for free written production based on a proposed theme before and after the test..	The authors concluded that the proposed program was effective because it motivated the reading habit and, consequently, enhanced the written production of the students. Students performed more elaborate narrative productions, with the use of typical linguistic markers of narrative genre, more cohesive and coherent, demonstrating progress in all Communicative Skills (generic, encyclopedic and linguistic). The program helped the teacher to bring reading and text production into the classroom in a reflexive, discursive and pleasurable way. Thereby, the authors highlighted the benefits of the partnership between the speech therapist and the teacher in the development of the program within the school context.

Romano-Soares et al., (2010) ¹⁴	Verify the effects of work proposals with written narratives practices, in the production of school texts elaboration of the 3rd grade (at the time) students of elementary school of a public school in São Paulo	The basis of the intervention consisted of reading a children's book per week, however with different procedures, with students divided into two groups. In Group A, the story was told orally from colloquial mode. In Group B, the story was read in full. Then, in both groups, there was held a discussion with the students about the theme of the book and asked them a writing production of a story with the same theme. Students were evaluated for free written production based on a proposed theme before and after the test..	All final productions of the students achieved improvement in the three communicative skills (general, encyclopedic and linguistic), producing coherent narratives and organized structures, elaborated in great detail and actions. The authors concluded that both written narratives practices programs enabled more elaborate written productions. However, the program based on the shared reading of children's books in its entirety constituted in a more efficient strategy than telling them to the students through a unique language. However, the last one had prosodic features that explored the linguistic complexity, needed to motivate the student to conceive reading and text production as pleasurable activities.
Dolz e Gagnon (2010) ⁵	Present the notion of textual genre and the exploitation of didactic notions that it originated.	They presented the notion of genre theorized by Bakhtin (1984) and explained how it is possible to analyze the genre while mega teaching tool according to Schneuwly (1994); Dolz, Moro and Pollo (2000). Later, they described a teaching model through didactic sequences, which is based on the role of gender as a teaching and learning object of textual production.	The authors highlighted three advantages related to language teaching through the genres. First, they stressed that the work, considering the genre grouping according to didactic criteria, facilitates the implementation of teaching content. As a second advantage, they related the possibility of the teacher consider the social practices of reference regarding the relevance, adaptation and communicative effectiveness of the texts. The third advantage is related to the aspects associated with social representations, as the genres are named, identified by linguistic characteristics and categorized by use. The authors concluded that the genre guides the teaching dimensions and the development of its didactic model implies the identification of the dimensions that can generate activities and teaching sequences. Moreover, they emphasized that the clear definitions of these dimensions facilitate the chances of its teaching.



<p>Costa and Boruchovitch (2009)¹⁵</p>	<p>Evaluate the effectiveness of an intervention in learning strategies to improve the quality of production of texts of 6th grade students (at the time) of Elementary School in a public school in the city of Catalão-Goiás.</p>	<p>The intervention performed with the experimental group consisted of seven meetings for three weeks. In the sessions there was the progressive teaching of text production strategies (explicit teaching and self-regulation). The students were asked to write a narrative text based on a story read by the researcher before and after the test.</p>	<p>The results showed that teaching learning strategies related to writing helped students produce better texts, characterized by adequate narrative structure, more articulated ideas, greater amount of written lines and fewer spelling errors. Students showed considerable progress on the structural aspect, showing knowledge about the basic elements constituents of a story. The authors recommended that future research to better exploit the relationship between the number of lines, the quality of the text and the use of appropriate learning strategies when writing.</p>
<p>González (2009)¹⁶</p>	<p>To investigate the contribution of literary education, through work projects, in the progression of the acquisition of literary competence of 4th year students of the Basic Education in Mollet, Spain..</p>	<p>Learning articulation of literary content with reading and writing practices through the project development <i>El Héroe Medieval</i>, which proposes writing a novel. The didactic sequence is divided into two parts: a) The students read the texts and, after they collectively decided the common elements of the novel considered as reference for the preparation of narrative and, b) The students were divided into small groups and, using the reference, they developed the narrative.</p>	<p>The project revealed some mismatches between the "know-how" and knowledge of teachers. That is, enabled the detection of problems which referred the distances between the development of concepts and their uses, for lack of activities with explicit instructions. However, reading and writing activities, developed in the program, created explicit instruction moments in class, favoring the assimilation of literary content. Hence, the teacher noted the importance of education and of the activities that made possible the assimilation. In addition, students built a metaliterary speech that facilitated the conceptual use and the practical suitability of the conventions of narrative genre in writing task. The author concluded that on the traditional approach of literary education based on the transmission of content, the project, through the coordination of the acquisition of literary content with reading and writing practices, enabled a significant learning of these contents to students.</p>



Gago and Vieira (2006) ¹⁷	Check if there was progress in the narrative text writing of the genre short stories by students from 3rd grade (at the time) of Basic Education in a municipal school in Minas Gerais, through the retextualization process of the genre mentioned..	A teaching sequence with the fable "A cigarra e as formigas" as guiding pedagogical activities was developed. First, the story was told to the students; They made some questions about the narrative and a narrative shares scheme was fitted on the board. Students retold orally and then wrote the same story (initial production). Then there was the retextualization of one of the written texts and again a production of written fable was asked (final production).	The students presented difficulties in retextualization process, especially regarding the use of punctuation, by lack of knowledge on elements to writing mode. The developed instructional sequence proved to be effective and productive, because it contributed to the development of students' writing. The authors concluded that the proposal of PCN's that the teaching of grammar should be supported in genres, since they are the means by which the language works, is appropriate and can be executed. The authors propose future works with other didactic sequences based on other genres. Also noted the need and the importance for the pedagogical work to explicit to students the specifics of the production processes of the various written and oral genres, and the ability of linguistic reflection.
Machado and Cristovão (2006) ¹⁸	Draw an illustrative picture of Brazilian research developed for the construction of "didactic models of genres" in their respective educational sequences and didactics works of intervention..	They considered the researches that take the perspective of socio-discursive interactions (ISD) developed in the Program of Postgraduate Studies in Applied Linguistics and Language Studies (LESS / PUCSP), especially those that have been developed and / or oriented by Machado and which, later, were developed independently by different researchers.	The research developed by the LAEL group, after the publication of the National Curriculum Parameters (PCNs) of Portuguese Language in 1998, have multiplied in three different directions. The authors concluded that Brazilian researchers have extended the use of models and didactic sequences genres into new fields, the development of other language skills and other languages. For the formative mediation processes, the contribution is made in relation to the teaching-learning processes in schools at different levels of education, for the text production and reading, as well as for the development of initial and continuing education processes of the teachers. Despite the contributions, the authors noted that other studies and reflections should be developed to clarify the gaps in the theoretical and methodological framework of Socio-Discursive Interactions (ISD), which is in continuous transformation. Regarding the intervention research in educational field, they considered that these also must turn to the study of the actual work of the teacher.

CHART 1 DEVELOPMENT OF DIDACTIC SEQUENCES OR INTERVENTION PROGRAMS

2) Pedagogical strategies considered in the text production process of teaching

configured as systematic activities through didactic sequences or intervention programs.

In this category, Chart 2 describes the studies that analyzed the teaching strategies used in the production of textual teaching process, but are not

Author(s)/Year	Objective	Procedures	Results
Dalla-Bona and Bufrem (2013) ¹⁹	Check the teaching strategies used with students of the 4th grade of elementary school to the writing of literary texts and explore alternatives for teaching it.	Analysis of a story and a fable, produced by students. To guide the writing, strategies were adopted to familiarize students about the elements of these genres: theme, plot, narrator, point of view, character, structure, sequence, coherence, verisimilitude, space and time.	Although the architectural elements of these genres were present in the texts, students have not totally dominated, or did not prove to be fully aware of them and the need to plan in detail the text before writing it. The authors concluded that guidelines provided by the teachers were necessary, about the techniques of literary writing and help students to realize the weaknesses of his texts, by ignoring the terms of its architecture. The suggested activities led to the approach of reading, writing and learning the literary content and differentiated by the fact that students find a purpose and meaning in their writing.
Pinton (2011) ²⁰	Review the discourse regarding the teaching of textual production from the perspective of genres in the texts of Nova Escola magazine	The corpus comprised 19 texts of Nova Escola magazine. Editions published between 2006 and 2010 were selected; the texts for teachers of elementary school and whose contents reported to the teaching of textual production. The analysis of the texts considered the text production proposal, methodology, evaluation and genre to be produced. Discursive trends present in the magazine about the text production of teaching were suggested.	Between 2006 and 2008, the reports gave priority to rewrite tales. The suggested activity consisted in retelling after reading and analyzing the characteristics of the genre. Then, they initiated the review of the activities and issue, considered as one of the key parts of this process. Since 2009, the teaching of texts production has become a prominent issue in the journal, starting to value the socio-communicative aspects of genres. However, the reports showed only an attempt to promote the textual production of teaching with a focus on gender because it was not presented a systematization of teaching of the proposed genre. The author concluded that the pedagogical orientation to the teaching of textual production disclosed by the Nova Escola magazine indicates the existence of three speeches: the rewriting of the text (grammatical aspects: punctuation and spelling); the reproduction of models of literary texts and the socio-communicative aspects. There is a proposal for a teaching of the genre-based text production, and only a few suggestions that constitute attempts on the "teaching of genres."

Barros and Padilha (2011) ²¹	Discussion based on Bakhtin's theory of language and the teaching-learning theory of Vygotsky, present in the recommendations of the National Curriculum Parameters (PCNs) of Portuguese Language.	Discussion based on Bakhtin's theory of language and the teaching-learning theory of Vygotsky, present in the recommendations of the National Curriculum Parameters (PCNs) of Portuguese Language.	The authors presented one of the educational pathways that have guided the pedagogical practices, taking the genres as a starting point for the teaching of writing production. They highlighted the importance of engaging students in activities and, among the various activities described, stressed the study for the recognition of discursive and linguistic aspects relevant in the genre to be worked. The authors concluded that to promote interaction among students, so that they can position themselves critically to read, reflect and write gives them better performance in textual production and also contributes strongly in the constitution of authors. Considering this context, the authors pointed out the need to reflect on the appropriateness of these ideas to the Brazilian school reality and especially about the curricular organization, school time and the training of teachers for the efficient performance of this educational nature so different from the traditional.
Araújo (2011) ²²	Analyze how the textual production is taught in the classroom in the acceleration Program Asas da Florestania in rural public schools in Cruzeiro do Sul - Acre.	The purpose of the program is to enable primary school (5th to 8th grades) and high school students of isolated communities. The textual productions of the students were developed during activities in the classroom. The analysis of the texts considered how the teachers guided the discursive practices of their students in relation to multimodal texts and about the multiple functions and meanings of literacies	Teachers demonstrated an awareness of the need to work different themes; But the notions of gender and textual types were not yet fully delineated. Corrections were just meant for the grammatical organization of the text and student performance demonstrated lack of coherence and organization of ideas, spelling difficulties and textual cohesion. The author concluded that performance in the text production activities depends on the quality of teaching with text, for the text and about the text. The multidisciplinary nature of training of the teacher imposes difficulties on what is taught and how it is taught. In the program Asas da Florestania there is time and space for teaching with genres, considering the urgency of training in all disciplines of the series or cycle. These "lighted programs", despite its undeniable social, political and educational, try only to solve the age-grade distortion or offer training opportunity (meaning certification).
Tonelli (2008) ²³	Check the main features of story genre and how this genre can be used as a teaching tool in foreign language teaching.	Analysis of stories in English, relying on the socio-discursive interactional perspective (ISD), to detect the main textual features and better understand how these can be transposed didactically and contribute to the teaching of English as a Foreign Language (LE) to children..	The children's story can be considered an efficient genre to be used as a tool in teaching English to children. The author found that when working with the notion of genres in pedagogical practice, students were able to go beyond the lexical, grammatical and text structures. The author concluded that the analysis of stories allowed not only to know the factors that structure this genre and how it works, but also to realize the importance of doing analysis of genres to meet the instrument intended to be used in the classroom and, thus, transpose it didactically. Since, for the same of the teaching process is indispensable to know the socio-communicative aspects characterizing them..

Assolini (2008) ²⁴	Analyze the pedagogical knowledge and practices of elementary school teachers, related to matters involving the written text production	Semi-structured interviews with six teachers of the 2nd grade (at the time) of primary school, the public and private schools. Analysis from the theoretical and methodological suppositions of the French Analysis of the Discourse. Observations of the teaching practice of these teachers and language productions performed by students.	The author found inadequate production conditions for a teaching job with the textual production. Under these conditions predominated paraphrased reading (already mentioned) and the literal copying of texts that do not make sense for the students. The author also found that for some teachers "grammar knowing" is essential for students to write texts. Teachers are more concerned in evaluating and correcting the spelling and grammatical errors that appear in the texts of students than valuing their ability to compose texts. The author exposes the need for teachers to reflect on the theoretical and methodological bases of pedagogical practice and production conditions that guide this practice on reading and writing.
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CHART 2 PEDAGOGICAL STRATEGIES CONSIDERED IN THE TEXT PRODUCTION PROCESS OF TEACHING

3) Performance of elementary school students in the production of written narratives

Chart 3 presents the category that describes the studies that investigated the performance of Cycle I of elementary school students in the production of written narratives..

Author(s)/Year	Objective	Procedures	Results
Sotomayor et al., (2013) ²⁵	Evaluating the performance of 3rd, 5th and 7th grades students in elementary school in the production of written narratives	The stories were elaborated from a picture and an instruction which describes a situation. The written narratives were analyzed according to the criteria of adequacy to stimulation instructions; consistency; cohesion; textual structure and development of ideas.	The written narratives, in general, presented consistency, showing global direction with development of detailed ideas and appropriate vocabulary. However, they have shown few cohesion resources, where the students were more difficult. The authors concluded that most of the stories showed all the constituent parts of the narrative structure (beginning, development and end), however, some narratives presented resolution described abruptly, in other words, incomplete or unresolved. By analyzing the performance according to the education level, the authors identified that there is, throughout schooling, a progression in the field of written narrative scheme. The researchers attributed this performance both to cognitive and linguistic development of students, and to the effect of increased exposure and work with writing in formal education.



<p>Bigarelli and Ávila (2011)²⁶</p>	<p>Characterizing, according to the school grade and the school system, the spelling performance and textual production of writing of students from 4th to 7th grade of elementary school and investigate the relationships between these variables</p>	<p>Evaluation of the written production by dictation of words and pseudo words and narrative text. Sequences of five figures that compose the children's story "The Stone in the Way" was used for the narrative text. Spelling mistakes were analyzed considering the words and pseudo words. The productions of textual narratives were analyzed for linguistic competence and for the narrative structure (macro and microstructure).</p>	<p>Comparing school systems, scholars from public schools showed greater number of spelling errors and less power to produce narrative text when considering the number of events cited in micro and macro-structures than students from private schools. The performance in language skills did not differ from the school system and school year and from the interaction between them. The authors concluded that private school students had better spelling and narrative performance than public schools students. The school system, the progression of education and socio-cultural factors influence the spell competence and narrative production of the students. Different writing skills as spelling skills and use of linguistic elements and narrative structures influence each other in writing production</p>
<p>Mata and Guzmán (2009)²⁷</p>	<p>Identifying how the students of Primary Education organize the content of the texts that they elaborate.</p>	<p>After the student prepared a narrative text, he was interviewed on the strategies following the implementation of cognitive processes as well as the knowledge and control you have over these metacognitive processes (conscious and self-regulatory knowledge). The data were classified into macro categories: general and specific strategies to organize the text content.</p>	<p>Although most students have declared that they organize the text content and sort the ideas according to the type of text they will write, they could not explain clearly how this organization perform. It has been found that students do not use strategy to sort or pre-arrange the ideas and demonstrated confused and incomplete knowledge about the elements that structure the text types. The researchers concluded that the difficulties encountered by students in organizing the textual production is due to the shortage or lack of teaching strategies or didactics interventions to promote the knowledge and practice of this process. The school should take responsibility for developing these skills in students, including appropriate teaching strategies to this goal in the curriculum. The authors suggested for future researchers to evaluate the effectiveness of intervention strategies in order to improve the text content organization process.</p>



Giustina and Rossi (2008) ²⁸	Investigating the pragmatic metalinguistic awareness and its relation to the production of narrative texts of 5th grade students (at the time) of elementary school	Identification of two groups according to the level of phonological awareness for misspellings: Group I (higher level) and group II (lower level). It was proposed to the groups that they develop written narratives and provide interviews to clarify their own writing production. Data were analyzed based on the criteria of pragmatic awareness: context reflection, use of words in the text, purpose and effects of the words on social intent	The Group I students, with greater mastery of language resources, showed greater awareness of the issues involved in designing a text (context, use, social intent, effects), proving to be more mature readers, reflecting the reality with consciousness. The results indicated that the difficulties in orthographic representations of phonological order become an obstacle to assimilation of contextual, structural, usual and interactive rules. The authors emphasized that the pragmatic metalinguistic awareness can be developed in the course of several years of schooling, built little by little through the interactions. They highlighted, as a possibility for future researches, the examination of teaching practices influence in the production of meaning of a text and perform the unfolding of pragmatic meta-linguistic ability in understanding different genres and its influence on the development of scientific knowledge in various disciplines
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CHART 3 PERFORMANCE OF ELEMENTARY SCHOOL STUDENTS IN THE PRODUCTION OF WRITTEN NARRATIVES

4) Influence of production situation (visual or verbal support) in students' writing

Chart 4 describes in this category the studies that investigated the influence of the production

situation in the students writing, which are characterized as a facilitator strategy of textual production by using the visual or verbal support.

Author(s)/Year	Objective	Procedures	Results
Cárnio et al., (2013) ²⁹	Investigating the influence of visual stimulus in the written production of students of 4th and 5th year of elementary school with and without complaints about writing alterations	Students were divided into two groups: G1 (no complaints) and G2 (with complaints). They made written productions with two different visual stimulus: an action figure and four pictures in sequence. Data were analyzed from the Communicative Skills (linguistic, generic and encyclopedic)..	For both groups and for the two visual stimulus in relation to General Jurisdiction, the narrative genre was predominant and used partial or total of the language competence. As for the Encyclopedic competence only for the pictures in sequence there was significant differences. The authors concluded that there was no influence of visual stimulus in the written production of both groups. They emphasized that the action figure led to slightly higher results for both groups, suggesting that this type of stimulation may be important to unleash the narrative genre that requires greater demand for linguistic and cognitive aspects. They emphasized that external

Pessoa, Correa and Spinillo (2010) ³⁰	Investigating the effect of free written production and written reproduction about the establishment of consistency in writing stories for children of 2nd and 3rd year of elementary school	Producing a free story and reproduction of child Little Red Riding Hood tale, which was previously read to the children. The stories were classified according to the categorization proposed by Spinillo and Martins (1997).	The production of stories varies significantly according to education as the children of the 3rd year produced more consistent stories in both production conditions. The stories produced in written reproduction condition provided a higher level of consistency both among students of the 2nd and between the 3rd year. The authors concluded that the reproduction of the story encouraged more coherent story writing than free writing production situation.
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CHART 4 INFLUENCE OF PRODUCTION SITUATION(VISUAL OR VERBAL SUPPORT) IN STUDENTS' WRITING

Discussion

The low percentage (0.3%) of the investigations published about the narratives productions written by Cycle I students of elementary school, with focus on teaching practice developed in the textual production of the teaching process of the genre "history," confirms alert performed by Spinillo⁶, referring to the gap regarding the studies aimed to understand how to develop the ability and the narrative domain written by the students.

Among the four thematic categories that were developed through the analysis of 21 studies, there was a predominance of researches in two of these categories, namely: a) Regarding the development of didactic sequences or intervention programs in the text production process of teaching (n = 9), and b) Regarding the teaching strategies used in the teaching of text production process (n = 6).

Considering the issue and the focus of this study, which turns to the pedagogical practice developed in the teaching process of textual production of gender history, some considerations about the studies described in these two categories mentioned above are necessary.

Individual activities with the students of Elementary School^{11,12,14,15} were prioritized in the researcher that contemplated the development of intervention programs in the textual production teaching process. Only the study by Cármiot et al.¹³ developed a weekly promotion of narratives written for students of 3rd grade program (at the time), in which, besides the students, the researchers have also involved the teacher in the development and execution of the proposed activities. The authors highlighted the benefits of the partnership between the speech therapist and the teacher in

the development of the program within the school context.

Silva¹¹ despite performing individual activities with the students pointed out that the review, through grids, of the students' written productions can also be developed by the teacher in the context of the classroom. In this perspective, another study¹², suggested for future investigations, involves activities in which the teacher himself, after a continued in-service training, could deliver interventions with the metatextual awareness activities in the classroom. In other words, the activities developed with the students by the researcher, after his/her absence, would continue through the work of the teacher^{8,9}.

Regarding the development of didactic sequences, as recommended by the National Curriculum Parameters (PCNs, 1998)³ of the Portuguese language, some researches^{5,18} emphasized the role of the genre as a teaching and learning object for writing. Other studies^{16,17} considered in the teaching sequence the dimensions of the elements that structure and organize a particular genre, becoming a reference for further elaboration of oral and writing narrative. It is important to emphasize that Gago and Vieira¹⁷ involved the teacher in the development of a didactic sequence to fable genre, as pedagogical activities guidance. The authors proposed future work with didactic sequences based on other genres. Also noted the need and the importance for the pedagogical work to explicit to students the specifics of the production processes of the various written and oral genres, and the ability of linguistic reflection. In the same perspective of the studies^{11,12,17}, Machado and Cristovão¹⁸ suggest, for future research, attention on the teacher's work

in order to favor that he/she could develop didactic works of intervention through teaching sequences genres.

Referring to the six studies^{19,20,21,22,23,24} that investigated the teaching strategies used in the production of textual teaching process, but are not configured as systematic activities through teaching sequences or intervention programs, two directions were identified.

The first direction concerns researches^{20,22,24} that showed teaching strategies directed exclusively to the aspects of the norm and the text. These strategies were formed in a methodological guidance for the text production, involving normative activities for the rewriting of the text, emphasizing the grammatical aspects, such as punctuation and spelling, as well as activities for reproduction of literary texts models. Thus, this way of reflecting about language moves away from one language approach as a communication system, as is recommended by the National Curriculum Parameters (PCNs, 1998)³ of the Portuguese Language for Elementary Education. This document honors teaching strategies targeted to the broader linguistic units, respectively, the genre and the text, while the object and the teaching-learning unit for the development of the written production ability.

In this document (PCNs, 1998)³, two axes for language teaching are established. The first focuses on the use of language through listening practice, reading and production of oral and written texts and the second focuses on the reflection on the language, covering aspects of linguistic variation; the structural organization of statements; the significance of the construction process; the lexical and semantic networks and organizational modes of discourse. Considering the above, the pedagogic practice evidenced in the studies^{20,22,24} is directed to the first axis for language teaching, i.e. the use of language. In this perspective, the author Assolini²⁴ exposes the need for teachers to reflect on the theoretical and methodological bases of pedagogical practice and production conditions that guide this practice on reading and writing. The author found in her study the presence of teaching strategies and inadequate production conditions to work with text production and, moreover, found that teachers considered spelling and grammatical elements as essential in the evaluation of the textual productions of the students. Thus, the researcher reinforced the importance of having continuous in-service training

to cover for the existing gaps in initial training related to aspects of the teaching-learning process.

The second direction refers to researches^{19,21,23} which used as a pedagogical strategy work with the notion of genres, specifically for the recognition of discursive and linguistic aspects relevant in the genre being worked to implement them didactically. These strategies enable a pedagogical practice based on the second shaft to the teaching of language, that is, to reflect on the language and the language³. Still, the authors Barros and Padilha²¹ indicated the need for reflection on the Brazilian school reality; on the appropriateness of critical positioning of the students to read, reflect and write, and especially on the curricular organization, school time and the training of teachers for the efficient performance of this educational nature so different from the traditional.

Apart from these considerations, we highlight some scientific contributions that were shown in the researches analyzed and described in this study. Among the contributions, we find that the studies^{11,12,13,14,15,16,17} made reference to the better performance of students in written narrative productions. These studies concluded that after the development of the intervention program, the students produced stories with a narrative structure more elaborate, but also conducted a review of misspellings; cohesion aspects (punctuation and textual elements of continuity) and consistency (narrative structure). The authors Coast and Boruchovitch¹⁵ emphasized the improvement on students comprehension of macrolinguistic aspects of writing narrative scheme. In other words, on the elements that structure and organize the narrative genre, favoring the development of metatextual awareness.

Some researchers^{5,11,12,15,16,17,19,21} also highlighted the importance of explicit instruction for the best performance of students in written narrative productions. These authors noted the need and the importance for the pedagogical work to explicit to students the specifics of the production processes of the various written and oral genres, and the ability of linguistic reflection. The researchers emphasized that the guidelines provided by the teacher, on language, structural and grammatical issues of writing help the student to understand the weaknesses in the text. Zaboroski e Oliveira^{7,9} and Oliveira et al.⁸ also pointed out that when students are properly guided by explicit instructions, these

are configured as resources that promote improvement in the quality of narrative texts and also as a basis for intervention in writing programs. In this context, Dolz e Gagnon⁵ highlighted that the genre guides the teaching dimensions: the restrictions of the situation, textual plans, features language units, the units of meaning, among others. Thus, the development of a didactic model of genre implies the identification of dimensions that can generate activities and teaching sequences. The clear definitions of these dimensions facilitate the chances of its teaching. However, Pinton²⁰ noted a situation that diverted from these, which identified in his research that the articles published between the years 2006 and 2010, in the journal *Nova Escola*, about the teaching of textual production did not present a systematization of the teaching of the proposed genre.

Some researches^{13,14,16,19,21} used as reference the reframing of the use and the social function of reading and writing. These researches showed that teaching strategies to familiarize students with the structural and linguistic characteristics of genres, as well as promoting interaction among students in the classroom so that they can position themselves critically to read, reflect and write, enabled the approach of reading, writing and learning the literary content. Thereby, the activities carried out by means of the written narratives promotion program, helped the teacher to bring reading and text production into the classroom in a reflexive, discursive and pleasurable way. Thus, the activities led to the reading habits of the school and consequently improved the written production. The students developed the attitude of a writer who speaks to the reader, from the moment they found a purpose and meaning in their writing, configuring a communicative need.

Despite the identification of teaching strategies and textual production conditions that did not emphasize the use and the social function of reading and writing by the author Assolini²⁴, she stressed the need to develop educational activities that address aspects of literacy. It is crucial to show students the writing purpose and the social utility and practice of reading and writing.

Some studies^{12,19,22} also highlighted the influence of educational factors in the teaching-learning and development of narrative competence. These studies emphasized the teacher's role as responsible for instigating the students' reflection

about writing and creating pedagogical conditions for pleasurable write, autonomy and creativity. Rodrigues e Vilela¹² warned about the importance of reflection and, especially, modification of the two aspects in the educational context. The first of them concerns the implementation of school adaptations based on the results of published researches on teaching strategies in favor of stories production. The second refers to the planning of systematic activities, which should provide students with a reflection on the structure and organization of a story. Araújo²² concluded that performance in the text production activities depends on the quality of teaching with text, for the text and about the text. The multidisciplinary nature of training of the teacher and also the acceleration program imposes difficulties on what is taught and how it is taught.

Regarding the other two thematic categories: Performance of elementary school students in the production of written narratives (n=4) and Production Situation influence on the student's writing (n=2), that were also elaborated by the analysis of the 21 studies, there were found lower prevalence of surveys.

The researches^{26,27,28} focused on the performance of students in the production of written narratives showed that the texts of the students showed little knowledge about the written narrative scheme because it showed gaps on the proper use of macrolinguistic aspects (elements that structure and organize the genre) and microlinguistic (punctuation, cohesion), as well as the spelling. Contrasting these results, Sotomayor et al.²⁵ concluded that most of the stories showed all the constituent parts of the narrative structure. However, some narratives presented abruptly described resolution, in other words, incomplete or unresolved. By analyzing the performance according to the education level, the authors identified that there is, throughout schooling, a progression in the field of written narrative scheme.

Moreover, Bigarelli and Ávila²⁶, compared the performance of students between school systems and concluded that private school students had better spelling and narrative performance than public schools students. These data showed the quality of education in private schools. These researchers also noted the influence of educational and socio-cultural factors in spelling ability and on the narrative production of the students. Still referring to factors that interfere with teaching-learning and

development of narrative competence process, the authors Sotomayor et al.²⁵ attributed the performance of students both to individual factors (cognitive and linguistic development) and to educational factors (effect of exposure and strategies teaching with writing in formal education).

The researchers Mata e Guzmán²⁷ attribute the difficulties encountered by students in organizing the textual production to the shortage or lack of teaching strategies or didactics interventions to promote the knowledge and practice of the teaching-learning process. The little knowledge of students about metatextual knowledge was highlighted, which in the face of dissatisfaction with the performance in the textual production reported to researchers that they attribute it to the fact of not knowing how to build the text, in other words, the elements that organize and structure the text that is going to be produced. Thus, the researchers concluded that the school should take responsibility for developing these skills in students, including appropriate teaching strategies to this goal in the curriculum.

In this perspective, Giustina and Rossi²⁸ suggested to examine, in future researches, the influence of teaching practices in the production of meaning of a text and perform the unfolding of pragmatic meta-linguistic ability in understanding different genres and its influence on the development of scientific knowledge in various disciplines. Mata and Guzmán²⁷ pointed out the need to evaluate the effectiveness of intervention strategies in order to improve the text content organization process.

Regarding the research^{29,30} that evaluated the influence of production situation, from the visual or verbal support, in the students writing, Cárnio et al.²⁹ concluded that there was no influence of visual stimulus (an action figure and four figures in sequence) in students written productions. Pessoa et al.³⁰ concluded that the reproduction of the story encouraged more coherent story writing than free writing production situation. Thus, these authors considered that a well-developed narrative skill requires this type of support, which helps the child to internalize the linguistic properties related to the structure and text-model organization, favoring the development of narrative skills of students.

Final Considerations

Considering the issue and the focus of this study, focused on the pedagogical practices developed in the teaching process of textual production of the genre “story” with students from Cycle I of the Elementary School, we conclude that there is a gap in the literature regarding research aimed to work of the teacher for teaching text production. In other words, there is shortage of research that will promote understanding on how to develop the skill and mastery of student writing narrative and thus contribute to the development of teaching strategies. Thus, this paper suggests as a theme for future investigations.

When working with students writing production, two aspects should be considered by teachers during the development of pedagogical strategies of teaching sequences: a) The influence of educational factors in the teaching and writing competence development process, and b) the importance of explicit instruction about the structural and linguistic characteristics of the different genres.

These two aspects allow the teacher to reflect on the pedagogical strategies used in the production of textual teaching process, considering that the performance of the student in the written production is not only related to individual factors and / or family. The teaching strategies to engage explicit instructions regarding the characteristics of genres favor the improvement in the quality of the written productions of the students, but also contribute to the development of a pedagogical practice based in the language teaching from the reflection on the language.

Thereby, future researches must consider these two aspects when developing intervention programs in the school context with focus to the work of teachers in the classroom. It is also important to have continuous in-service training for the teachers to cover for the existing gaps in initial training related to aspects of the teaching-learning process.

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