

Development of Composing Skills in Filipino Among Second Graders Through Directed Reading Lessons

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ABSTRACT

The study investigated the development of composing skills in Filipino among second graders through Directed Reading Lessons (DRLs). The guiding questions were: (1) Do the Directed Reading Lessons (DRLs) improve the composing skills in Filipino among Grade 2 children? (2) In what ways did the children's composing skills improve?

Ten children were conveniently selected and given twelve DRLs with three prior scaffold lessons. Writing samples were collected and analyzed using the writing rubrics of Fiderer (1998) and Rog (2007). The study revealed that DRLs can have a positive effect on children's composing skills. Good writing is the result of explicit, structured teaching of craft and convention, implicitly learned book language, and writing style as children write in response to stories they read or listen to in the context of repeated opportunities for practice.

Key words: *composing skills, Directed Reading Lesson*

In classrooms for primary grades, children may consider writing compositions a chore. They may write neatly from blue to blue lines with perfect surface features but their composing skills are not that developed. This can be attributed to how the concept of writing is taught; largely as perfecting forms (Mallozi, C. & Malloy, J., Eds., 2007; Pado, 2004; Medrano, 1997).

Towards second grade, many children want their writing to resemble the neatness adult writing prescribes and this could come at an earlier stage (Graves, 1983). Elementary classrooms in the Philippines have been teaching children to write hinging on the conventions of handwriting as writing from blue to blue lines (Pado, 2004), placing punctuation marks correctly, following rules of grammar and capitalization, spelling properly with little emphasis on meaning making during writing (Medrano, 1997). Content and substance become peripheral while appearance takes on center stage (Graves, 1983).

This is why teachers should emphasize writing following the rules of grammar and capitalization as composing or the weaving of ideas together in print so that pupils will understand that writing is beyond perfecting forms. While handwriting for understanding is important, content should be given more attention.

Current mindset in many classrooms is that reading and writing are two separate processes distinct from each other (Mallozi & Malloy, Eds., 2007). The natural course of such outlook is to provide reading and writing opportunities which are taught separate from each other. However, the emergent literacy perspective already spelled out that reading, writing, speaking and

listening are related to each other, and may be happening simultaneously (Morrow, 2005; Cabansag, 2004; Cooper, 2000, Medrano, 1997; Pado, 1990).

One problem that pupils encounter when asked to write is generating ideas or getting started (Rog, 2007). The current practice in making children write is to use literature as a springboard. Writing in response to story read-alouds or to stories which the children read on their own has been found effective and is also a necessary prerequisite in helping children become better readers and writers themselves (FCPS, 2003).

Aside from having difficulties in generating ideas, they also find (a) organizing information and details, (b) expanding descriptive vocabulary, (c) varying sentence patterns for style and rhythm, and (d) writing conclusions daunting (Rog, 2007). Exposure to authentic literature is important since it models how words and ideas are woven together to come up with a well-crafted piece (Bomer, 2006, Applebee, 1978 in Heller, 2006, Dressel, 1990 in Cooper, 2000, Trelease, 1989 & Purcell-Gates, 1989). The practice of writing in response to story read-alouds or to stories which the children read on their own may have been overlooked as a vital ingredient in helping children become readers and writers themselves.

Even when surrounded with quality literature which they can read or are read to them, young children still grope for words to begin with and how to combine ideas to create a cohesive whole. Addressing this need would require modeling and direct instruction (Corden, 2007 & Rog, 2007). Here is where Directed Reading Lessons (DRLs) enter the picture. Alongside hearing or independently reading stories, explicit instruction on

writing as composing will help augment whatever facility children have to write and compose (Rog, 2007). This is taking in consideration where they are and how they can improve their writing. In this light, this paper explored how DRLs served as a tool in helping children learn how to compose.

Research Aims

The present study investigated the composing skills of grade two children in Filipino in the context of a Directed Reading Lesson (DRL) and explicit instruction. It specifically aimed at answering the following questions:

1. Does the DRL improve the composing skills in Filipino among Grade 2 children?
2. In what ways did the children's composing skills improve?

Methodology

Research Design

This study used both a descriptive-qualitative research design as well as a one-shot case study which is similar to a quasi-experiment only having no group to compare it with (Bautista, 1998). The research involved a single group of eight Grade two pupils.

The study entailed the following design:

ExG₈ X₁₂O,

where experimental group, ExG of eight children had twelve sessions of DRLs in a span of twelve days and ExG is the only group exposed to the variable story reading and directed reading lessons, which was evaluated after for assessment, O.

Sample

Convenient sampling was used in choosing the samples. The classroom adviser of Grade 2 Section 5 was the one who selected the five boys and five girls who can read and write in Filipino, and thus, capable of participating in the study. The ten children were in the 7 to 9 age bracket.

Of the ten children, two were absent for so many days. Only the written outputs of the remaining eight children, four boys and four girls were pooled for analysis. Their ages listed in the table below leaned towards the more mature children of the emergent literacy continuum. The age level was selected with the assumption that children belonging to this grade level has had lessons on some attributes of writing the research sought to explore.

Table 1. Demographic Profiles

Child	Age
Child A	8 ¼ years
Child B	8 ¾ years
Child C	7 ¾ years
Child D	8 ¾ years
Child E	7 ¾ years
Child F	7 ¾ years
Child G	9 ¼ years
Child H	8 ¼ years

Instruments

Two rubrics were used in this study. Fiderer's Rubric for Writing Levels and Rog's Rubric for Beginning Writing based on the Six-Traits Writing Framework. Moreover, the Teacher-Researcher Journal documented the observations made during the sessions.

1. Rubric for Writing Levels by Fiderer (1998).

This rubric was used to answer the first research question, *Does the DRL*

improve the composing skills in Filipino among Grade 2 children? Each child's writing before and after the DRLs were compared. This first rubric classifies writers belonging to one of the following levels.

2. Rubric for Beginning Writing Based on the "Six-Traits of Writing Framework," adapted by Rog (2007)

from Spandel (2001) guided in answering the second research question, In what ways did the children improve in their composing?

3. Teacher-Researcher Journal

Observations were noted down during the literacy sessions. Journal entries were primarily on the

Table 2. Rubric for Writing Levels (Fiderer, 1998)

Writing Level	Characteristics
Pre-Writer Level, Level 1	<ul style="list-style-type: none"> - communicates using pictures - random letters or symbols do not convey meaning
Emergent - Level 2	<ul style="list-style-type: none"> - conveys message through a drawing - uses some familiar letters and words as labels. - may write some familiar words from memory. - may copy words, sentences displayed in the classroom.
Beginning - Level 3	<ul style="list-style-type: none"> - text conveys meaning - child can read it, but others may not. - begins to use space to separate words - uses some beginning, middle and ending letters
Developing- Level 4	<ul style="list-style-type: none"> - is developing fluency - conveys complete thoughts in a logical sequence. - may write simple repetitive sentences. - uses invented spellings that others can read. - spells several words correctly. - uses spaces between words.
Capable- Level 5	<ul style="list-style-type: none"> - conveys a clear message. - uses a logical sequence of events (beginning, middle, and end). - begins to use engaging titles. - demonstrates sentence structure.
Experienced Writer - Level 6	<ul style="list-style-type: none"> - writes fluently and independently. - demonstrates originality. - supplies relevant, supportive details. - organizes ideas coherently and logically. - uses a variety of techniques to engage a reader (leads, endings, dialogue). - revises by adding and taking out parts - uses many conventions of print in spelling, punctuation and grammar.

children's behavior in class, how engaged they were, their level of participation in orally answering post-reading comprehension questions, and how they responded as they wrote. The written samples and the journal

entries worked hand in hand to target the specific children who needed more guidance and those who can be left alone. These also helped polish the succeeding DRLs so that the children's needs would be met.

Table 3. Rubric for Beginning Writing Based on the Six-Traits Writing Framework (Rog, 2007)

	4	3	2	1
Ideas/Content	Focused main idea with interesting details and unique treatment of ideas.	Clear main idea with some supporting detail.	Minimal support for main idea; may have irrelevant detail.	Limited content or detail.
Organization	Well-structured organization, effective lead; adequate conclusion.	Coherent, orderly structure with some effort at lead and conclusion.	Some details may be out of place; inadequate lead, conclusion or both.	Limited details; no lead or conclusion
Voice	The writing has personality; it speaks to the reader and may evoke emotion.	Tone is appropriate, with occasional sparks of voice.	Generally pleasant but not distinctive voice.	The writing sounds "mechanical."
Word Choice	Consistent use of sophisticated and carefully chosen words.	Effort at some descriptive words.	Word choice is appropriate but mundane; mostly "conversational language."	Word choice may be immature and repetitious.
Sentence Fluency	A variety of sentences with different lengths and structures makes the writing sound rhythmical to the ear.	Sentences are correct, but most are similar in length and style; create a smooth sound.	Mostly simple and compound sentences and repeated structures create a choppy sound.	Writing exhibits an overall lack of sentence sense.
Conventions	Superior mastery of conventions for developmental level.	General mastery of conventions appropriate to developmental level.	Control of most conventions appropriate to the developmental level.	Inadequate mastery of conventions for developmental level.

Results

Improvement of the composing skills in Filipino among Grade 2 children through the DRLs

The study explored whether the DRL improved the composing skills in Filipino among Grade 2 children. Results showed that one out of the eight children increased by one level in Fiderer's (1998) rubric of writing levels. Child B's sample during post-assessment has features that are characteristic of the group Level-5 Capable writer. On top of this, his writing sample displays three attributes of Level 6 Experienced writer. The rest of the children, seven out of eight, came up with writing that remained under the category Level 4-Developing writer but all already have noticeable features characteristic of Level-5 Capable writer. These include: (1) being more mindful in using periods to end sentences, and (2) an increased awareness of sentence structure.

Four out of eight displayed the ability to demonstrate originality or add original ideas to their writing. This feature is characteristic of writing under Level 6-Experienced Writer.

The DRLs brought about positive changes in the quality of the children's writing. Changes were not that statistically significant but there was improvement. The more obvious changes in the children's writing are improvements in the surface feature. The use of conventions and demonstrating how sentences should be written are best classified under form. Although spelling was not directly taught, most of the children demonstrated conventional spelling, with a few who occasionally used invented spellings.

Teaching children how to develop their ideas in writing requires more than skillful, methodical and explicit instruction. Helping children generate an idea, come up with an introduction, organize relevant supporting details and finally, wrap up what has been written takes time with repeated opportunities for practice. Writing, after all, is a craft to learn (Rog, 2007) and time plays an important role in learning it (Graves, 1983). As with all first time composers, great writers do not develop in one or two years (Rog, 2007).

Table 4 on the next page presents the comparison of the subjects' composing skills between the Pre and Post Assessment phases.

Ways by which the Children's Composing Skills Improved

The children's composing skills improved. Ideas/Content, Organization, Word Choice, Sentence Fluency and Conventions were looked into.

Ideas/Content

Many of the samples began like the sample on the left shown in Figure 1a. Repetition of words, mainly lifted from the Prereading Activity, was evident. Repeated words resulted in repeated details, and thus, the entire piece has limited content. As the DRLs were presented to the children, their ideas were drawn out from them through drawing or reciting. These were coupled with opportunities to write down what they wanted to say. When the speech to print connection was already established, they were presented with different ways on how to generate and organize ideas. The components of a DRL were prereading activities, interactive story reading, discussion, and the mini-lessons on

Table 4. Summary of Results

	Pre-assessment	Post assessment
Child A	<ul style="list-style-type: none"> • is developing fluency • conveys complete thoughts in a logical sequence • may write simple, repetitive sentences • uses invented spellings that others can read • uses space between words • spells several words correctly 	<ul style="list-style-type: none"> • is developing fluency • conveys complete thoughts in a logical sequence • may write simple, repetitive sentences • uses invented spellings that others can read • uses space between words • spells several words correctly • demonstrates sentence structure • begins to use conventions of writing in spelling, punctuation and grammar
Child B	<ul style="list-style-type: none"> • is developing fluency • conveys complete thoughts in a logical sequence • may write simple, repetitive sentences • uses invented spellings that others can read • uses space between words • spells several words correctly 	<ul style="list-style-type: none"> • is developing fluency • conveys complete thoughts in a logical sequence • may write simple, repetitive sentences • uses invented spellings that others can read • uses space between words • spells several words correctly • conveys a clear message • demonstrates sentence structure • begins to use conventions of writing in spelling, punctuation and grammar • demonstrates originality • supplies relevant, supportive details • writes fluently and independently
Child C	<ul style="list-style-type: none"> • is developing fluency • conveys complete thoughts in a logical sequence • may write simple, repetitive sentences • uses invented spellings others can read • spells several words correctly • uses space between words. • conveys a clear message. 	<ul style="list-style-type: none"> • is developing fluency • conveys complete thoughts in a logical sequence • may write simple, repetitive sentences • uses invented spellings that others can read • spells several words correctly • uses space between words • conveys a clear message • demonstrates sentence structure • begins to use conventions of writing in spelling, punctuation and grammar

Table 4. Summary of Results

	Pre-assessment	Post assessment
Child D	<ul style="list-style-type: none"> • is developing fluency • conveys complete thoughts in a logical sequence • may write simple, repetitive sentences • spells several words correctly • uses spaces between words • conveys a clear message 	<ul style="list-style-type: none"> • is developing fluency • conveys complete thoughts in a logical sequence • may write simple, repetitive sentences • uses invented spellings that others can read • spells several words correctly • conveys a clear message • demonstrates sentence structure • begins to use conventions of writing in spelling, punctuation and grammar • demonstrates originality • supplies relevant supportive details • writes fluently and independently
Child E	<ul style="list-style-type: none"> • is developing fluency • conveys thoughts in a logical sequence • may write simple repetitive sentences • uses invented spellings that others can read • spells several words correctly • uses space between words • conveys a clear message 	<ul style="list-style-type: none"> • is developing fluency • conveys thoughts in a logical sequence • may write simple repetitive sentences • spells several words correctly • uses space between words: • conveys a clear message • demonstrates sentence structure • begins to use conventions in spelling, punctuation and grammar.
Child F	<ul style="list-style-type: none"> • is developing fluency • conveys complete thoughts in a logical sequence • may write simple, repetitive sentences • uses invented spellings others can read • spells several words correctly • uses space between words • conveys a clear message. • demonstrates originality 	<ul style="list-style-type: none"> • is developing fluency • conveys complete thoughts in a logical sequence • may write simple, repetitive sentences • uses invented spellings others can read • spells several words correctly • uses space between words • conveys a clear message. • demonstrates sentence structure • begins to use conventions of writing in spelling, punctuation and grammar. • demonstrates originality
Child G	<ul style="list-style-type: none"> • is developing fluency • conveys complete thoughts in a logical sequence • uses invented spellings that others can read • spells several words correctly • may write simple, repetitive sentences • uses spaces between words • conveys a clear message • demonstrates originality 	<ul style="list-style-type: none"> • is developing fluency • conveys complete thoughts in a logical sequence • uses invented spellings that others can read • spells several words correctly • may write simple, repetitive sentences • uses spaces between words • conveys a clear message • demonstrates sentence structure • begins to use conventions of writing in spelling, punctuation and grammar.

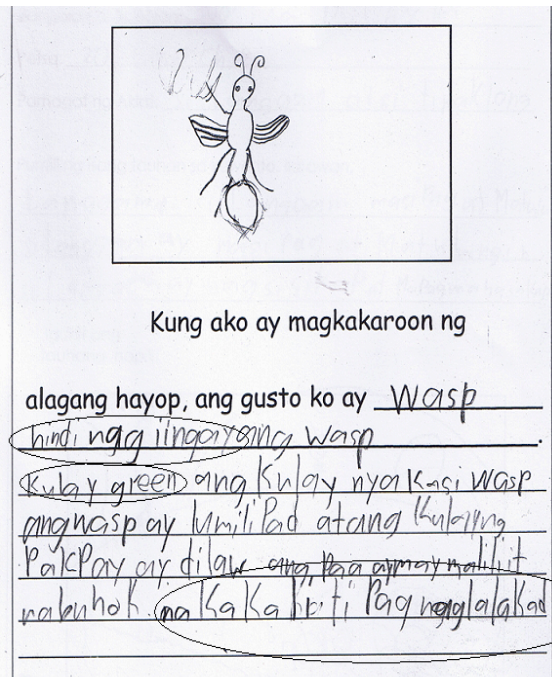
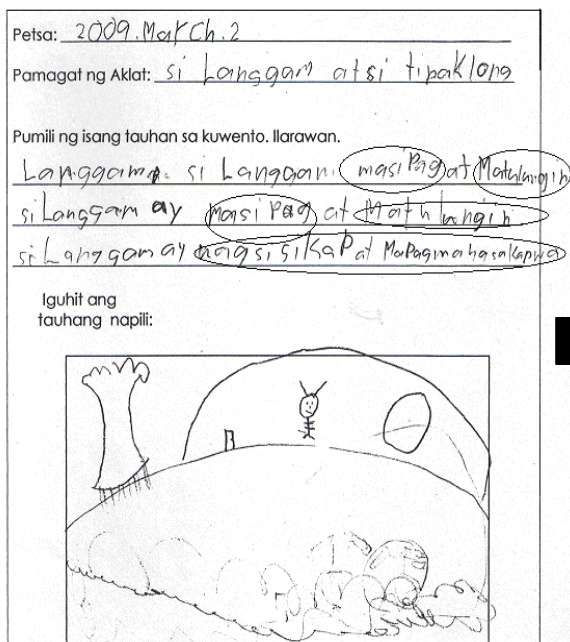


Figure 1. Writing samples showing improvement in Ideas/Content

writing as composing, which follow an explicit teaching procedure. These paved the way for the children to write longer, and to come up with more original ideas that were in line with the topic, as illustrated by the sample on the right in Figure 1.

The progress in the children's writing concurs with the findings of Donald Graves' (1978) in Fletcher and Portalupi (1989); first graders can write once they know at least eight letters. First composing can begin once children know about six consonants (Graves, 1983). The children concerned are already in second grade. Clearly, they know more than eight letters and, true enough, they were able to write down their ideas.

Organization

The writing trait Ideas/Content is a prerequisite for the writing trait Organization. There would be nothing to organize if there is no main idea with its accompanying details. Moreover, there would be little to structure if details are limited. This is why teaching Ideas/Content to beginners is very important. All the writing traits would naturally revolve around it, and this is also true with Voice, Word Choice, Sentence Fluency or Conventions.

To score high in Organization writing should be well-structured, have an effective lead, and an adequate conclusion. Most writing templates come with an introductory sentence that doubled as the main idea. And so, teaching how to write conclusions, not

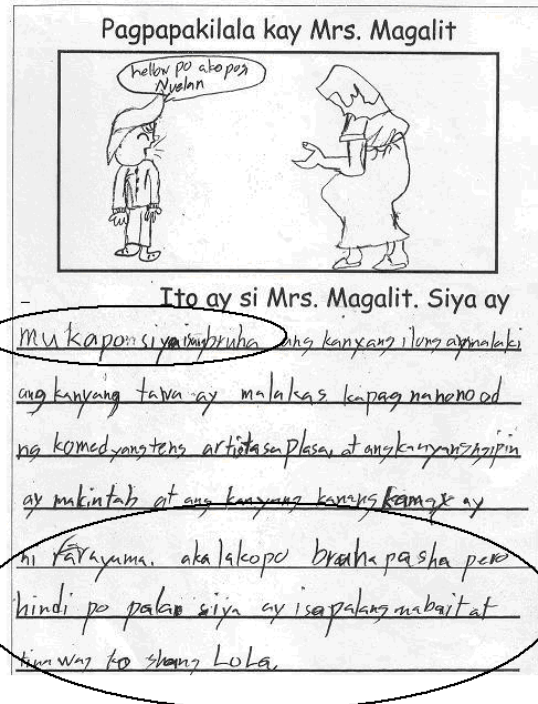
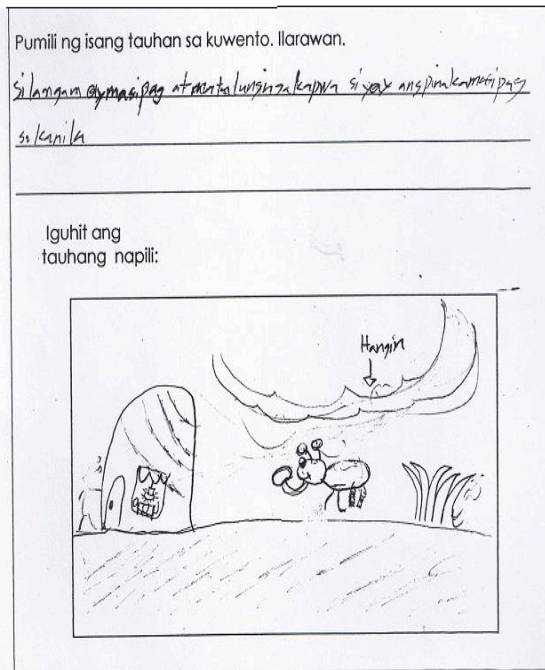


Figure 2. Writing samples showing improvement in Organization

introductions, was top priority. The children had to be taught how to keep track of the details they add, such that these are in line with the main idea before coming up with a conclusion. The first sample in Figure 2 reflected very little content to organize. When the children came up with more ideas in line with the topic, they became prepared in writing a conclusion, as evidenced in the second sample in Figure 2.

Word Choice

In the beginning, most of the writing samples displayed repeated, everyday, immature talk void of book language. The first sample shown in Figure 3 captures this best. It shows how the word *mahal* was used six times, only in different forms; *mahal*, *mahalin* or *minamahal*. The word *mabait* was also used

three times. There was hardly any vocabulary lifted from the Prereading Activity except for *masipag*. Towards the end, the children started to combine a few, more sophisticated words from the lessons with their own. The encircled word *nanglalamang*, as evidenced in the second sample in Figure 3.

The children embarked on a journey beginning with a lot of repeated, immature, everyday talk with little demonstration of book language. Little by little, they progressed to writing what they can say in combination with a word or two from the story read to them. Word choice went through these stages: from repeated and immature talk written down, to immature words with less repetition, until writing consisted of immature words with a little book language.

Mahal kong Nanay,

Masuwerte po kaming inyong mga anak

sapagkat kayo ay malalim magiging pagpapalayo mama. Lagi

po magiging inang at palaging malalim malalim

Ma'ami pong salamat sa mga ginagawa niyo para

sa amin.

Salamat sa pagpapalayo malalim pagpapalayo

Las malalim din niyo at pagpapalayo malalim malalim at

masunur inpo sa malalim pagpapalayo malalim

Bilang ganti, ako po ay magiging malalim sa inyong mama

at malalim malalim malalim



Ang Pagbabagó ni Pipakbum

Nagbago na si Pipakbum! Noon, siya ay

siya hindi tumutulong sa magulang laging nasa

kalsada. Kumakain ng Sodrinis at kandy chocolate.

at nanglalamang ng ka-Patid at Nagnanakaw

ng Patid na hindi sa kanya: ngayon nagbago

na siya matutulongin na siya at Kumakain na siya

ng masus-tanya ng Pagkain hindi na siya makulit

hindi na siya ng aagaw ng may Pagkain matutona siya.

ang Kwen to ng BIDA

Figure 3. Writing samples showing improvement in Word Choice

The results concur with the research review of the stages of writing development by Danielwicz (1984) in Ruddell (2006). Children hardly distinguish between spoken and written language in the first stage. In the second stage, children begin to chisel off spoken language in their written productions by lessening the use of too many conjunctions.

Features of language derived from books is expected to surface in the fourth stage. By and large, spoken language is very much evident in their writing but written language is slowly edging its way out.

Sentence Fluency

Very few demonstrated the ability to write sentences, much less, write in varying structures and lengths for Sentence Fluency. There are prerequisites

to achieve Sentence Fluency. To begin with, the children had to be motivated to write. What they wanted to say had to be drawn out from them. After several opportunities of making them write down what they could say, they had to learn how to compose sentences. In the process of teaching them how to add details in their writing or how to extend their sentences, Sentence Fluency became a little evident. Although it was not the case for the entire group, the added details paved the way for their sentences to vary in length and structure. Only a few were able to vary their sentences in their writing (see Figure 4). Sentence Fluency is best demonstrated by older children (Rog, 2007).

Pumili ng isang tauhan sa kuwento. Ilarawan.

Si Langan ay masipag at matatagpuan sa kaniya siya ay isipin kung paano siya kaniya

Iguhit ang tauhang napili:

Pagpapakilala kay Mrs. Magalit

Ito ay si Mrs. Magalit. Siya ay mukap sa siya kung buha ang kanyang ilaw ay nakali ang kanyang tawa ay malakas kapag naheno ad na komedyansang artista sa plaza at ang kanyang asipin ay mukintab at ang kanyang kanyang kanyang ay ni Farayama. akal kopo braha pasha per hindi po pakis siya ay isapalagay mabait at tinuway ko siyang Lola.

Figure 4. Writing samples showing improvement in Sentence Fluency

Petsa: 2009. Mar Ch. 2

Pamagat ng Aklat: (S) Langan a (S) (T) paklora

Pumili ng isang tauhan sa kuwento. Ilarawan.

(S) Langan a (S) Langan: masipag at matatagpuan

(S) Langan ay masipag at matatagpuan

(S) Langan ay masipag at matatagpuan

Iguhit ang tauhang napili:

Mga Payo sa mga Barumbadong Sasakyan

(D)ahan dahan lang ang takbo at-

(D)ahan dahan ding ang pagpapalayo at sha-

Ka magingat sa pagmamaneho.

(H)uwag kumersis ng takbo

(D)ahan dahan lang ang pagmamaneho.

(H)uwag buga ng buga ng usok

(S)umunod sa payo ng batas.

Figure 5. Writing samples showing improvement in Conventions

Conventions

The Conventions of writing were taught side by side with actual composing. Only two were chosen: using periods and beginning sentences with capital letters. However, the group did not readily grasp and apply this in their writing. In their preoccupation to apply a newly learned mini-lesson, they tended to overlook the use of the Conventions of Writing. Ironically, it was an achievement because they were already shifting the focus of their writing from neatness or outward appearance to content and meaning.

Conclusion

Directed Reading Lessons have a positive impact on the way children write. The components of the DRL to which this impact can be attributed to include: (1) prereading activities under which fall unlocking of difficulties and the motivation-motive question tandem (2) interactive story reading and how interesting the story is for the children. (3) engagement activities, and (4) explicit teaching procedure with emphasis on shared/interactive writing.

Explicit teaching enables the children to understand the new lessons that are presented to them. This is because breaking down the steps in learning how to write, from teacher modeling down to writing as a group before writing independently proves very effective. It was also found that they have difficulty in applying all the mini-lessons in one writing event. It has to be one mini-lesson at a time, followed by repeated opportunities for practice.

The basic concerns of the children were in (1) generating ideas or, getting

started, (2) constructing sentences, (3) organizing details and making it a point not to repeat them (4) using a consistent viewpoint throughout, (5) using more book language and shifting from vocabulary used for conversation to vocabulary used for composition (5) writing leads that will guide and hook the reader at the very start, and (6) wrapping up their thoughts to write a conclusion.

It is important to understand the stages of writing among young children, keeping in mind that drawing is a prerequisite to writing letters, words and sentences. In this study, two writing activities included opportunities for the children to draw before describing what they drew. This helped them write better. When the children drew before writing, they came up with more finely crafted outputs as compared to the other samples. They paid more attention to details, they approached the subject matter in a more novel way as if artists sketching to come up with a picture everybody else who is not too keen on details would simply overlook.

Finally, there is a need for direct, systematic, explicit instruction on how to organize ideas. This is crucial, as well as provision of extensive opportunities to write. Exposure to and immersion in stories are very powerful strategies for helping children learn to compose, because stories serve as models after which children pattern their own stories. However this is not enough.

As what was found in the study, good writing comes as a result of combining explicit, structured teaching of craft and convention, implicitly learned book language, and writing style as children continually read and listen to stories in the context of repeated opportunities for practice.

Recommendations

In view of the findings in this study, the following are recommended:

The study suggests that this method can be one of the ways to consider in teaching writing as composing. If not entirely replicated, helpful insights can be gained from the features of the Directed Reading Lesson which made it work. These include (1) prereading activities which include unlocking of difficulties and the motivation-motive question tandem; (2) the manner of reading aloud a well-chosen story to the children as a springboard for the writing activity; and (3) explicit instruction of writing, with emphasis on the shared/interactive writing step.

The teacher is the key figure in the success of any lesson. It is important to maintain a balance between letting children experiment with their ideas and transfer these into words in print with the need to make their writing understandable to the reader through the conventions of writing. With young children though, the teaching of writing should dwell more on the development of ideas. The key word is revising, not editing. Conventions are taught side by side with the process of writing in a not too obtrusive manner so that the young writers will not be halted in their early attempts to write.

Finally, it is important that the teacher be a walking example of a reader and a writer. For teachers to ultimately be able to teach children how to write in response to stories read or heard, they should make reading and writing lifelong pursuits. They can keep a diary, maintain a blog, send letters, comment and critic. They should write.

It is never early to introduce to young children what good writing is all about and so, throughout the school year, there should be designated schedules as to when children will write in response to stories the teacher reads to them. These schedules should be as regular and frequent as possible to give the children plenty of sustained opportunities to write. It is important that writing time is set in the context of story reading. This is to enhance the story reading and the writing connection among children, until such that time that they can write in response to what they can independently read on their own.

Authors of textbooks for children should write texts with composing opportunities for children in mind.

School administrators should invest well in quality storybooks for the children to hear during story reading time, read for themselves and write about. School libraries should cover an extensive variety of narrative and expository texts. Trainings and seminars on the latest methods on the teaching of writing, best practices in story read-alouds should be made available to their teachers too.

Vibrant research should be the backbone of teacher training institutions as they train educators on the most current and effective methods in writing as composing. There are time-tested methods but these should be regularly updated and enriched to benefit teachers and ultimately, pupils in classrooms.

The importance of writing and its benefits should be included in the curriculum for preservice and in-service teacher training programs. Teachers should be informed that writing has to take on a more prominent seat in everyday teaching. It should be

emphasized that handwriting should be very well-differentiated from writing as composing, and development of substance be prioritized over format and style.

To gain a better understanding of all these, training programs should include writing workshops for teachers as part of their sessions. It would be an excellent opportunity for those who do not write. It will give them a firsthand experience on writing as composing as they momentarily fill in the shoes of beginner writers. Those who already write will have an enriched insight of writing as a process. When they return to their classrooms, they will have a better understanding of the struggles their students encounter when they write.

Lastly, teachers should be encouraged to continue to read and write in response to what they read. They should find time to read on personal interests and not be limited to literature on classroom teaching and the teaching profession.

This study could be the launching pad of further investigation on the same topic but with a much bigger sample size. An entire class can be used in a future study. It would be interesting to collect, organize and analyze data with more written samples to find out if the same findings will still hold true. Also, with more samples to examine per child, on a wider scale, patterns would be more obvious. Results will then be more conclusive

It would also be noteworthy to conduct the study in a different grade level. If it is with older children, it comes with the assumption that they have had greater exposure to book language and writing styles, which they can weave

together and incorporate in their own writing. In doing this, the features of good writing will be more evident when examined according to the "6 Traits Writing Framework."

Studies in the future may also look into examining a writing trait at a time using carefully selected storybooks that would specifically aim at each writing trait.

Teaching writing as composing using journals from children's self selected stories not necessarily stories chosen or read aloud to them could also be another area to explore.

Finally, further research could focus on developing a rubric for beginning writing in Filipino.

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