1. In chapter 1, Farris begins by introducing the seven parts of language arts including listening, speaking, reading, writing, viewing, thinking, and visually representing. I found it interesting the way Farris described how the language arts are all interrelated without being sequential. With the development of each of the individual language arts, the others are also improved upon as well. It is also stated that it is important to teach using an environment that provides much opportunity to explore the language arts. The chapter then goes on to discuss each of the individual language arts. Not only does the author fully explain the language arts in depth, but most importantly she uses examples that are used in the classroom. Chapter 1 also goes on to discuss interdisciplinary instruction which is becoming more widely used and also student assessment which allows the teacher to identify students' strengths and weaknesses. It also gives many examples of the various forms of assessment used in the classroom including anecdotal records, rubrics, portfolios, and checklists.

2. "The read aloud time will cause children to want to read. Once children have heard a good book read aloud, they can hardly wait to savor it again. Reading aloud thus generates further interest in books. Good oral reading should develop a taste for fine literature." (Page 9)

-This quote really got my attention because I feel that many children are not read to enough at home or even school. Those students who are read to on a regular basis develop a passion for reading and enjoy it throughout their entire lives. For example, as a child I was always read to regularly and in my grade school years I continued to enjoy reading. Up until this point today, I find it relaxing and enjoyable to sit down with a good book.

3. In reflection to the first chapter of the textbook, I thought that everything was very well described and explained. The author clearly give great examples and writes in a fashion that is easy to understand and enjoyable to read. Chapter one went from one subject to the next as they were interconnected which also made it very easy to understand.

4. At first the RDE blogs seemed confusing and repetitive, but now doing the first one, it allows me to rethink the chapter and have a better understanding of what is read. I also think its great that we get to read and comment on each others blogs because it is not only another review of the chapter, but a great comparison of all our opinions.

5. I really enjoyed the first class and the way Dr. Walker teaches. It was great having such a small sized class because there is so much more room for discussion. I also really liked Dr. Walker reading to us at the end of class. It was a great way for us to relax and wind down after the day and especially helped prepare us to reading to our own classes in the future. By Dr. Walker reading to us it showed the importance of reading and being read to.

Comments

1. Your summary is quite thorough and focuses on the main points that Farris is expressing in her text. You see the connection between the indisciplinary aspect of the research and your first assignment of five writing prompts.

2. Here is the research behind why I read aloud in every class. Use this research and you will develop a love of reading and superior literacy skills in all of your pupils.

3. Yes, the author is very organized in her approach to teaching you about the six language arts. Be sure to use them all in your instruction.
4. I am pleased that you realize the worth of this assignment. You may choose to use it in your own teaching. Yes, even younger children can learn a great deal from writing notebook entries and reading peer writings.

5. Thank you for recognizing the modeling and the importance of the read aloud. Please remember to use it in your own teaching, too. This is such a significant part of literacy development in all grades.

1. Good summary of the first chapter.

2. I still like hearing professors read books. I find it helpful that they share books that we may want to use as teachers.

3. I also liked how everything is so detailed in the chapter. It made the seven parts of language arts more understandable.

4. The RDE's do get easier the more you do them. I did the same for Dr. Walker's class last semester. They really help you remember a lot from the text.

5. I agree.

Post on May 20 2008 (permalink)
Created on Tuesday, 05/20/2008 11:12 PM by Kylie

1. In chapter one, Farris covers many aspects of language arts including the history, specific characteristics of each, and how to assess each in a classroom. Farris also provided many great examples which definitely benefit the reader and she provides clear and concise characteristics of each of the language arts. For example, Farris says that you can use reading in a second grade classroom by simply having students read books about Native American tribes from throughout North America. I liked how Farris is very positive and really makes the reader feel like she is there to help and guide through good teaching practices for a classroom. Also, Farris covers the historical aspect of language arts and explains that they began as early as the 1700's. One really interesting fact that I didn't know about the language arts is that attention really began in the 1920's after World War II because men that were drafted into the armed forces were illiterate. This ultimately led to the beginning of the basal readers in the 1950's. 2. "In the classroom, speaking needs to be encouraged rather than discouraged. Research suggests that children will not benefit from being told about language and how it should be used; rather, they must be active users of language to master it" (p.14). I choose this quote because it is ironic how, as students; we are talked to continually in a classroom setting and especially now as we prepare ourselves in college to become future teachers it is crucial that we do it ourselves. It is important to practice making lesson plans and teaching to a mock classroom. As far as younger students, I find this quote to be important because public speaking is a large part of our society and making student's better speakers is just as important as them learning to read etc. 3. On page 15, in Farris, I
read that writing is the most difficult language art and that some professionals say that it takes more than 20 to 30 YEARS to learn to write because of the complexity of the task. I find this statement astonishing and I am not sure if I totally believe it. I do believe that to be a professional that it does take many years but what makes me question this statement is that there are some child prodigies that write poetry and other pieces of literature at very young ages. I guess there are exceptions and on the other spectrum, I look at myself and realize that I am in that age range and I know I am not close to a professional writer and I don't think I know anyone who is. 4. Farris talk about reading being the process of meaning and children who have a deeper background are more able to relate to more topics of interest. This reminded me of the two children I babysat throughout the summer; their ages are 5 and 6 so both are in the emergent stage of reading. I think it is so crucial for parents and guardians to expose their children to new experiences. My favorite thing to do with the kids I babysat is to take them places that they haven't been to before; anything from the zoo or to a park and surprisingly I took them to a library for the first time. Parents and guardians should make time for enriching their children and I know that with today's society it can be difficult but every experience will truly benefit the child in the end. 5. Today in class Dr. Walker discussed Type 1 writing through Collins' Method and although brainstorming isn't a new concept to me I now have a new perspective on how to utilize this in my classroom. The main thing that I really took from this discussion was how to prevent idea killers. Setting expectations high in a classroom is key and to develop ground rules for students to follow will really help utilize this method to its full potential. I always thought that I would have classroom rules but I always debated on whether or not to have rules and regulations for each thing or activity we did in the class because I don't want to hinder learning but I am realizing that to ultimately have a smooth classroom discussion (brainstorming) there needs to be an understanding laid out for all students in the classroom.

Comments

1. Your summary is a bit too brief. Please read and compare your work relating it to other's on the blog. You do include some aspects of the chapter, however, many of the important points are not mentioned. 2. Yes, help your students to learn when it is appropriate to speak their minds and speak without having to raise their hands and when they need to raise their hands before speaking. All good learning for society and developing a productive learning environment. 3. I agree with the text that writing is indeed the most difficult Language Arts (LA) to master. That is the very reason that I start with this most complex skill at the beginning of my course.

We all must practice and learn to improve and discover our strengths and weaknesses. 4. I love how you relate your learning to your background knowledge. This is schema theory at its best. Yes, exposing children to the zoo, museums, theatre, and music helps lay foundations for future learning and thinking. 5. I am pleased how you lay your thought process open in this section of your reflection. Ponder away and develop the best set of guidelines that encourage productive learning whether it be in brainstorming or in the regular operation of your classroom.

Wednesday, 05/21/2008 12:21 PM by David

Ashley Post on May 20 2008 (permalink)

Created on Tuesday, 05/20/2008 10:31 PM by Ashley

1. Chapter one deals with the six language arts. The six levels are listening, speaking, reading, writing, thinking, viewing and visually representing. All stages are very important in the development of learning. For a little child, just listening to conversation and the sounds around him/her, allow the child to develop vocabulary. Ever say a bad word around a baby/toddler and in no time they've just repeated what you said? You might want to keep that in mind. Believe it or not, listening is one of the first acquired language arts. Early in the womb, a baby is able to distinguish all sorts of sounds. Not long after the baby is born, the recognition of its mother's voice and other adults is quickly developed. Also, children who are exposed to books early and often, and are around stimulating places, the development of their vocabulary and speaking skills grow. When it comes to writing, this...
task takes some time to master. To be precise, writing can take anywhere from 20-30 years to master. In the early stages, children start off with scribbles and marks that to us, mean nothing, but to them there's a whole story behind it. As children go along, the teacher must be patient. Until students master the skill of well thought out writing, the teacher must simply allow the child to write. The more the child is encouraged to write their own ideas, the more likely the child will enjoy writing when asked. When a young child learns to write, you can see the excitement on their faces. Learning to read opens new doors to adventures and worlds for youngsters. The more important thing to remember is that we as teachers need to encourage the parents of our students to read to them. Better yet, we as people need to spread the message of how important it is to read to children from day one. Not only do we need to read to our children, but it has been said that those households who read to their children and also demonstrate reading themselves, the children become better readers and writers before even stepping foot into a kindergarten classroom. Another thing to remember would be the three important skills that need to be taught while learning to read: phonics, vocabulary, and comprehension. **Viewing and visually representing** are intertwined. It is important to allow children to be exposed to picture books. This allows the child to build on their own ideas and thoughts. By simply looking at the pictures, teachers can do some interacting and spark a lesson. Ask students, based off the pictures, what they think the story will be about or what is going to happen. The answers will all be very different and unique, but guess what. that's okay because everyone's interpretation on visual things are so different and that is how their own language develops. When it comes to visually representing, children, especially the younger ones are great at this. Their drawings of family or anything for that matter can sometimes be expressed more effectively than verbally. Ever hear the phase "A picture is worth a thousand words?" Also, like the example in the book with the presidents, visual aids help students absorb and analyze information better. There are two last points from this chapter that are important. First, assessments should be used all throughout your day. Between anecdotal comments and test, these all provide important information on where your student stand in comprehension and learning. Also, these aspects will assist with developing an IEP if necessary.

2. "...although they may know how they want to teach the unit they've planned, they will need to make some adjustments as the days go by to accommodate the different learning styles and preferences of students" (5).

-This quote is very easy to understand. Even though we, the teachers, do our lesson plans to get ready for the next day, for the upcoming weeks and possibly the school year, the likelihood that those plans will be done exactly is slim to none. I'm sure we've heard the term "modify and adjust". This quote is the perfect example. We the teachers need to be flexible in our planning. Students are very different from the students you had last year and the students in your class this year are different within themselves. This quote is meaningful for me because I know that students aren't made to a script. I understand that all students are different and they all require special help, whether it be an IEP or a gifted program.

3. I was actually surprised that there are six components to language arts. This text, thus far, has provided in great and simplified detail what each level deals with in assisting children in their learning.

4. I liked the activity that we did in class today. To be honest when I read the simple description of the heading for the types of writing, I had a hard time comprehending what went where. I guess you could say that I am more of a visual learner.

5. I really enjoy the reading Dr. Walker does in class. Not only does it expose us to a variety of books, but in a way, it allows us to be kids again. It also puts the madness aside and allows us to concentrate/listen to something other than class lecture.

Comments

1. I love your summary with the bolded words. You really capture the chapter in your own words and I like how you incorporated some idioms like for viewing and visual representations -"A picture is worth a thousand words." 2. All accomplished teachers have plan Bs ready and able to use if a lesson tanks or doesn't take as long as expected. I found teaching gifted learners that many times they would grasp concepts sooner than expected and I needed to be ready to move onward and upward to keep their attention and to maintain a challenging learning environment. 3. I am pleased the text has already begun to enlighten your understanding. 4. Collins is very specific in his approach. Once we get used to his methods, I think you all will find there are reasons behind each and every detail he requires. Solid teaching based upon his past experiences. 5. I love
your words that the read aloud story (RAS) encourages you to "put the madness aside and allows you to concentrate/listen to something other than a class lecture." There is a time and a place for lecture, just don't over use it. Research is very clear that RAS is the best way to nurture literacy skills. Remember this and use it in your own classroom in the future.

Wednesday, 05/21/2008 12:08 PM by DAVID

1. Your summary was really complete and informative. I loved how you used bolded words as well!

2. I agree with this quote. It is crucial that nothing is set in stone with teaching. Everyone learns differently and because of that lesson plans or activities should be able to be easily adjusted to fit the needs of your students!

3. I was never sure of the six components myself until reading this chapter. Everything in this text especially based on the six compents will help us all to become better teachers!

4. I agree i am a visual learner as well! Sometimes I have to read something a few times before picking up on it!

5. The reading Dr. Walker does in class definitely allows us to relax and feel like children again! It's great that a professor sees the importance of that while modeling reading as well!

Post on May 20 2008 (permalink)
Created on Tuesday, 05/20/2008 9:13 PM by Jennifer

The language arts consist of listening, speaking, reading, writing, viewing, and visually representing. It is important to understand that although the language arts are integrated, we must understand each of them separately in order to better teach them to our students. Over the years, language arts have changed drastically. Today we teach reading and writing through phonics and reading for comprehension. As students progress through school and enter the upper elementary grades, they develop and fine tune their language art skills through working with real-world materials. Finally, this chapter covers assessment and how they determine students' strengths and weaknesses. We as teachers should then base our instruction on the findings of assessments to help students strengthen their weaknesses.

Teachers need to document student work when they are recommending a student for special education. “Keeping to the facts and not including opinions is critical” (pg 30). I feel like too often teachers base their recommendations on personal bias instead of cold hard fact. We as teachers should try to remain unbiased and not attempt to label students based on mere opinion.

Welcome back bingo was a fun way for us to get to know each other. I enjoyed the interaction. I have played it before in other classes and I do think that it is more successful with more students because that allows for more entries on the bingo sheet.

I am looking forward to the Children’s Literature Unit. I loved making the literacy bag in Dr. Roberts’ class and I am looking forward to coming up with creative and fun way to teach literature to students.

I remember using Focus Correction Areas when I was in elementary school. I remember they really helped me focus on areas in my writing I needed to fix. I am looking forward to learning how to use FCAs to help my students fine tune their writing.
Comments

1. I think that your summary is concise and covers all of the main points that were mentioned throughout the chapter. The only things is that you forgot to number each section.

2. This is something that can be extremely difficult for anybody throughout life, especially teachers. You may get a bad report about a child from the teacher he/she had the year before, but it is important to remain unbiased and get to know this child yourself before judging them. When it comes to something as serious as their education, your recommendations should be solely based on facts and not your personal opinion of that child.

3. I agree and loved the bingo as well and I think in bigger classes it would allow for more interaction as well as "bingo" being called a lot quicker than in our class.

4. I agree and cannot wait to pick a theme for mine. I think it is going to be a great experience incorporating all of the elements of language arts as well as fine arts to each book we have chosen.

5. I never heard of FCA's until yesterday and I can see how they would be a great way to get children to focus on specific areas of their writing in order to improve on these areas they may need more help with.

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1. Please format your blog entries with numerals for each section. Thanks. I agree, we do need to connect assessment to our instruction. Are you familiar with Understanding by Design (UbD)? This method may be investigated on my fac/staff Web site under the Danielson link on the Fine Arts' page. It basically states that all good instruction begins with the assessment instrument and then works towards the objectives and goals. This is sometimes referred to as "backwards design." 2. Yes, we need to keep our opinions to ourselves and instruct solely on facts and research-proven work. Social times are times to express ourselves and our opinions. As teachers, we need to be able to separate our lives into these two distinct areas. 3. I agree, the Bingo works better with more students. I like the non-threatening way we all got to know each other in a brief period of time. 4. I love the literacy bag and hope the unit will be as productive and useful to you. 5. I am so pleased that you have had actual experience with the FCAs. I think they really add a needed focus to the learning of such a complex skill - writing.

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1. I was surprised that language arts wasn't just itself, rather it contained six components. As I read through the chapter, it made sense and it gave me a clearer picture on the importance of all six.

2. You are right. There are teachers out there that refer their students for special services when there really isn't evidence of the student needing it. Our job as a teacher is to teach the students that come into our classrooms year after year, however, we also need to pay attention to every single one of our students because no child is the same nor will they all learn the same. We must keep very detailed observations and notes about a student or students who do in deed need some special assistance.

3. I agree, the welcome back Bingo was a great way for the class, though small, to interact and start the semester on a good foot.

4. The literacy bag was so much fun. Even though this semester is only short weeks and we won't have as much time to work our the unit, I believe it will be equally as fun.

5. I'm not really certain that FCAs were around when I was in school but I am in love with the idea. Instead of correcting everything, which sometimes things are minor, we should just focus on the things that are in desperate need of tweaking.

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Melissa (permalink)
Created on Tuesday, 05/20/2008 9:09 PM by Melissa
Updated on Wednesday, 05/21/2008 11:11 AM by Melissa

1. Chapter 1 of Language Arts begins by briefly introducing the six elements of language arts-listening, speaking, reading, writing, viewing and visually representing and then moves right into the development and history of the language arts. We learn that the teaching of language arts in the United States began with an emphasis on oral language in which stories were read or passed down by word of mouth and children learned to read either from the
Bible or The New England Primer. Also during this period, listening and speaking were not being stressed. During the 1800's we began to use what we call today the basal readers and we focused more on a phonics approach in order to learn to read. In the early 1900's the focus shifted to silent reading and by 1950 we moved back to basal readers again and also to the ever famous Dick and Jane series. By the end of the 1900's researchers began to consider the important relationship between both reading and writing and the importance of speaking and listening. We can see that the focus on the different elements of language arts changed throughout history but we now know it is a combination of all elements that promotes the best teaching and learning of language arts.

The chapter then includes a description of each of the six language arts and how each one is extremely important and valued in order to make the language arts learning meaningful and worth while. The chapter then gives examples of how to use each element in units for different grade levels. To close, the chapter gives examples of the different ways to assess students such as anecdotal records, checklists, rubrics, quizzes and finally tests and how it is important to use all of these assessments when assessing children in all six elements of language arts because each child has different strengths and weaknesses and there should be a variety of ways they are graded.

2. "Being able to represent a concept visually greatly improves children's understanding of that topic" (p. 20). This is something that I can personally relate too. I am definitely a visual learner and one instance in my life really stood out to me when I read this quote. When I was a junior in high school I had to take anatomy and physiology and I am horrible when it comes to any type of science. I did not do well on any of the tests during the year except the ones on the bones and muscles, because we had a picture to study from and when I was taking the test, I could see in my head the picture and that helped me remember where the bones and muscles were in the body. I think this is true for many other students and I realize how important it is to allow children to create drawings to represent what they are reading or learning for it may make it easier for them to express what they have learned, rather than just through speaking or writing.

3. I really enjoyed the "welcome back bingo" activity that we did at the very beginning of the first class. I am very shy when it comes to speaking out loud in classroom settings and hate having to stand up and introduce myself on the first day like most teachers make you do. This was a good way to talk to people and I did not feel threatened or nervous at any point in time. This is something I would definately consider using in my own classroom when I am a teacher.

4. In today's class I really liked the idea Dr. Walker said he uses in his classroom when reading out loud to students and having them shout out literary elements that they hear during the reading of the book. It is much more meaningful for children to be able to hear such things and it helps them learn by listening. It also makes the classroom environment less threatening for the children if they know they are able to speak without raising their hand or without the anxiety of being yelled or embarrassed for a wrong answer.

5. Finally, I want to refer to pages 20-23 in the book where we are given a few examples of how to integrate all of the elements of language arts into unit plans for different grade levels. These are excellent examples that will be extremely helpful and useful to me in the future and I will make sure to mark the pages for future reference. I also did not realize how easy it can be to incorporate them all into lessons or units without really knowing you are doing it.

Comments

1.) Your summary is very good and covers the main points of the chapter.

2.) I completely agree with you here. I am a visual learner as well and had the same problems during those science classes.

3.) I think "welcome back bingo" was a good way for the shyer members of the class to get to know each other as well.

4.) I agree that it helps students grasp the concepts of literacy elements but I do feel like it takes away from some of the comprehension of the text because you are consistently yelling out during the reading.

5.) I think these are good examples as well.
1. Your summary is stellar and covers the chapter's main points extremely well. Yes, the combination of teaching all of the Language Arts (LA) is a modern concept that assists students in their realizing that there is more to LA than just reading and writing. 2. I am pleased that you recognize yourself as a visual learner. Knowing this about yourself will assist you in being sure that learners of this type will have their needs met, too. 3. I am pleased that you liked and appreciated the non-threatening way the Welcome Back Bingo helped us all get to know each other in a short period of time. I hope that you will consider using it in your own teaching. 4. Raising hands has a time and place but should not be used all of the time. It stifles creative, spontaneous thoughts and in my classroom, I want to encourage thinking and creativity, not suppress these elements. 5. Excellent, mark these pages for use when you create your final unit plan.

Samantha (permalink)
Created on Tuesday, 05/20/2008 7:18 PM by Samantha
Updated on Tuesday, 05/20/2008 7:40 PM by Samantha

1. This chapter is an introduction into Language Arts. The bulk of the chapters involve information pertaining to the six language arts - listening, speaking, reading, writing, thinking, viewing and visually representing. The beginning of the chapter stresses the importance of the teacher's knowledge of each language art, otherwise they will have difficulty teaching the material. The development and history of language arts are later explained. Language and reading aloud are crucial components that help children succeed at the six language arts. In the 1700's children learned their alphabet out of hornbooks, however hornbooks are rarely used now because they were misused. In 2002, a $26.5 billion federal education law, the No Child Left Behind Act, was passed. Surprisingly, the only language art mentioned in the NCLBA was reading. Student assessment was the final issue of this chapter. Many teachers use rubrics to set the expectations, but anecdotal records can also be used to help.

2. "Students were 'to be seen and not heard'” (p.10). This quote pertains to the children of the 1700's. They were only expected to speak when spoken to or when called upon. I chose this quote because I believe we can learn just as much from our students as they can from us. Times have definitely changed in this perspective which is a positive thing in today's society.

3. During our first day of class we played the ice-breaker bingo game. I really enjoyed playing because it did break the ice in a sense and it gave the classroom more of a relaxed environment. I hate when teachers or professors make you go around the room and say 3 interesting things about yourself. This game, I felt, was much more productive in interacting with our fellow classmates and easing the atmosphere. I'm not sure if I'll use this exact game in my classroom, but it certainly opened my mind to more ideas for the future.

4. During class Dr. Walker spoke about giving the students numbers and numbering just about everything in the classroom that belonged to the students. I thought that was a very easy yet very helpful hint. Instead of calling everyone's name during a fire drill or during attendance, just saying a number is much simpler.

5. While going over the Type 1 and Type 2 writing, we went over some of the ground rules for the Collin's method. I really do not see how it is much more organized and easier than just having the children writing their first few drafts on a scrap piece of paper. Skipping the lines with the little X's on it and writing your name here and what Type here just seems more difficult and confusing for everyone.

Comments

1. Overall I thought your summary was good, maybe a bit more time should be spent discussing the language arts that Farris introduced over the history, since this was the bulk of the chapter. Also, I didn't think that thinking was one of the six language arts...but I liked that you included how important it is that teachers are familiar with each of the language arts to prevent neglecting or misteaching them in the classroom, a very good thing to pick up from the reading.

2. This quote really does show just how much times have changed, it is absolutely archaic to expect children to not be heard in today's society. Educating is for the children, they should be an active participant in their learning not just a quiet bystander.
3. I have used this icebreaker game before and always find it more relaxing and useful than like you said the old 'say 3 things about yourself'. For some reason that always caused anxiety as I tried to scramble and think of something to say. This activity can actually be used to the benefit of students I think.

4. I LOVED this classroom tip! I actually wrote it down in a file I have for classroom management tips that I save from all of my professors. I can definitely see myself applying this to my own classroom as it is so efficient and organized.

5. I've seen this method before in elementary schools and I have always headed my paper in the same fashion using a title on the left and name on the right so I guess I'm just used to it. I think having a uniform way of formatting a paper is better than using scrap paper though, there needs to be some sort of organization on the part of the teacher if not the Collins's method then some other system at least. But I like his style of organization and find it very easy to follow and clean cut for students.

You worded your summary well, and I liked how you spoke of the NCLB act. I would however mention a little bit more on the history of language arts as well as the other ways to assess the students. I am glad you caught that quote because in today's classrooms, most teachers and schools are encouraging the students to be the speakers and the leaders of discussion, with the teachers being guides. I also agree this was much more laid back, I just felt that we should also make everyone speak with each person in the class like Dr. Walker had us do. This way of organizing the classroom by using numbers works very well, and in elementary school, we did do everything this way. One classroom duty was to file the papers that were graded, and by using names not numbers, the teacher could allow this because we did not know whose numbers were which. I disagree, I think that after multiple times of doing the Collins method, I feel it could be of great use to the students in organizing their ideas and producing a great piece of work.

1. Please review the six Language Arts, as your list is not consistent with Farris'. I agree that assessment is an integral part of educating students. I love the use of anecdotal records, especially for very young students. Rubrics are a fine methodology to help students to realize how their work will be assessed. I love how Collins incorporates this concept into his FCAs. I agree that times have changed for the better and now we want our students to speak and we want to listen to what they have to say. The best teachers use what their students tell them to construct interesting and pertinent lessons tied to standards that educate and inspire. I am glad that you appreciated the Welcome Back Bingo. Use it, modify it, don't use it - just learn and be selective as to what you incorporate into your lessons. Classroom management and organizational skills are significant factors when it comes to becoming a superior classroom teacher. I am happy that you mentioned this aspect of our classroom discussion. I appreciate your honesty. I think you need to develop the habit of formatting your paper and then you will see the ease of the method. Many students will also not want to conform to this technique initially, just stick with it - or select another method that works best for you. As an instructor, having all of the papers in the same format makes your job easier and your time used more efficiently. Remember, we have just started to scratch the surface of Collins' work.

1. Chapter one describes the main elements of language arts. They include speaking, writing, listening, reading, viewing, and visually representing. The chapter then goes on to talk about the history of teaching language arts and how it has evolved over the years. Teaching language arts has gone from learning to read from the Bible or The New England Primer without emphasis on listening and speaking to shifting the main focal point to comprehension. The focus of the 1920's has changed from orally reading to silently reading. This was when the Dick and Jane Series came out. In the 1980's, teachers began to use all the language concepts to teach the whole language approach. No Child Left Behind was a law created around 2002.

Speaking improves through exposure to books, zoos, museums, and libraries. The chapter states that the students must actively use the language in order to master it. Writing is considered to be one of the more difficult areas of language arts to learn. Students have to be aware of word spellings as well as construct sentences. Listening is usually the most neglected part of learning.

http://bloomu-summer.sytec.pashe.edu/webapps/lobj-journal-bb_bloo/blog/2008Summer62... 7/7/2008
language arts, but students are expected to use this skill the most throughout the day. Young children generally want to learn to read when they begin school. Reading and writing are directly related with learning. There are three main skills for reading which include phonics, vocabulary, and comprehension. Viewing is when the students use pictures to help them understand the story. Visual representing is a way to teach students new concepts. Some ways of assessing the students include anecdotal records, checklists, rubrics and diagnostic tests.

2. “Good teachers use relevant materials to teach language arts so students will not only acquire new skills but also be motivated to learn new literacy strategies” (pg 1).

I chose this quote because each student learns in a different way and it is important to use a variety of materials to teach the students. It is also important to keep the kids motivated to want to learn more strategies so they can improve their literacy ability.

3. I liked how the book put in example checklists at the end of the chapter. This gave me an idea of what I should look for when evaluating a child. It is beneficial to have a model to refer to.

4. In the beginning of the chapter, the author gave us a couple pages of classroom scenarios. This was interesting to read because it showed me how the students will answer to different questions and how to get them motivated in learning a new topic.

5. Before I read this chapter I did not know that there were so many elements in language arts. I learned a lot in this first chapter about how they all relate to each other and how the students learn each topic differently. Also, it is interesting how students need to be familiar with all areas of the language in order to learn the whole concept.

Comments

Your chapter summary was right on target and I agree with the statement about exposure to zoos, museums, and libraries and the like improves speaking. I like the quote in #2 and how relevant materials help them acquire a knowledge of and motivation of new things. Keeping children motivated is a vital key!! In #3 I agree that it is a good tool to refer to. #4 is one I wrote about myself and liked the classroom scenarios and questions too! #5 is a true statement for me too, I was not aware of all the elements of language arts, I just kind of thought it was basically grammar I guess.

Tuesday, 05/20/2008 6:40 PM by Julie

1. You did a very good job on your summary. You have how writing is considered to be one of the hardest language arts. I did not remember reading that, however I found that very interesting. I like how you have children want to learn how to read in school showing how enthusiastic children really are. 2. I absolutely agree with you on your chosen quote. Teachers not only have to teach their students but they have to do it in a motivating fashion and keep the childrens attention. 3. I too find checklists beneficial. I have learned about them in former classes and look forward to using them in the future. 4. I liked this part of the chapter too because I felt as if I were in the classroom as well. The teacher really knew how to keep the students intrigued and kept them motivated. The teacher gave me great ideas of questions I should ask during story time. 5. I also did not know how many elements were involved in language arts. And not only do students need to be familiar with all areas of language arts but so do the teachers.

Tuesday, 05/20/2008 7:52 PM by Samantha

1. Wow, your summary is awesome and filled with gems throughout. Yes, we must actively engage students in language arts to have them master the foundational skills and aspire to the advanced concepts. 2. I agree that good teachers use relevant materials. I chose the first read aloud story (RAS) because it deals with a summertime aspect and is focused around a little girl. I hope everyone can relate to both and that everyone will learn and enjoy the story. 3. Yes, the checklists are useful and are meant to be a resource after the course is over. 4. I love how Farris uses real world scenarios to demonstrate examples for novice teachers. Read them and contemplate the students' reactions to the lessons. 5. I am pleased that this first chapter enlightened your understanding of the various Language Arts (LA). I agree "...students need to be familiar with all areas of the language in order to learn the whole concept".

Wednesday, 05/21/2008 10:53 AM by David
1. Farris' first chapter begins by introducing the six language arts; listening, speaking, reading, writing, thinking, viewing, and visually representing as a form of balanced literacy. Even though the six language arts are concurrent and interrelated, their development is not sequential or linear in nature. It is found that children learn the printed words around them through their own personal experiences and interactions with others. Farris then discusses the historical background of language arts and how it has changed since the 1700s. One major change was that instead of focusing on just reading, there needs to be a balanced literacy approach integrating all six of the language arts. Today, it is found that children begin writing and listening at a very early age, whether it be listening to mom or just scribbling an a piece of paper. The chapter then proceeds to discuss in detail all six of the language arts, as well as give examples how teachers and parents can encourage the child's development in each of the language arts. It show examples of using the language arts in a variety of units and grade levels. One important aspect of language arts is the assessment, there are six that Farris mentions. Another way of assessing a student is by using a portfolio. When teaching language arts, the teacher needs to individualize instruction for all, including using IEPs for special needs students.

2. "Children gain understanding of the printed word through their personal interactions with others" (Pg 8). I believe that this is very true for most children. It has been found that students who have personal interactions with others when they are younger, generally are better readers because they have had more experiences connecting the spoken words to the printed words. Therefore, children who do not get that interaction, are more likely to be behind in their reading and ability to understand the printed word. With this information I feel that it should be made known to parents and other adults that they need to interact with children at a young age because it will affect how they read and write later on in their lives.

3. I liked page 20-23 where the text gave examples of using language arts in the classroom with different grade levels. I enjoyed this portion of the text because you can never have enough examples of different activities that you can use in the classroom with your students. Also, it shows ways to integrate all six of the language arts, where most times there are only one to three of the language arts incorporated into a unit. I feel that it was very helpful to show the different grade levels because you are then able to see the progression of skill as the students get older.

4. I was very shocked to be sitting in class and have Dr. Walker begin reading us a children's book called One Morning in Maine. I have not had many teachers in high school let alone in college take time out of class to read out loud to the class. After taking many of the education courses here at Bloomsburg I have read in the textbooks that reading aloud to our students at a very young age up to higher education level students, is key to their development and enjoyment of reading and writing. So it surprises me that more teachers do not take time to read to their students, when many of the textbooks stress doing so.

5. I really liked in the student assessment portion of the text, on page 25, how it gave two specific websites that could be used as resources for developing rubrics for projects, written assignments, or other activities done in the classroom. Personally, I have trouble organizing the topics that I will be grading my students on and giving a number value to those topics. With last semester being the first time I have ever had to create lesson plans and rubrics, I found it a little difficult to find good reliable resources to aid my attempts in completing these assignments.

Comments

1. you did a great job summarizing the chapter. You worded your summary well, and it covered the important parts of the chapter.

2. I also agree with this quote, I think that you can tell how much experience a child has had with language arts by how familiar and successful they are with this subject at an early age. I have seen parents who talk to their children as though they are adults, and some who talk to them as though they are babies, and I am sure that this too has an effect on the child's success in language arts when they are young.
3. I commented on those pages as well, and I too think that you can never have enough real life examples of school activities or schedules.

4. Being that this is my 2nd class with Dr. Walker, I was not surprised to hear him read aloud this time, but last semester I was not expecting to be read to either. I do, however, believe that reading aloud to anyone at any age can be beneficial. I agree that more teachers should do this!

5. One great site for creating rubrics is rubristar.com. I had a lot of trouble with rubrics until I found this site last semester. I know Dr. Walker mentioned that the site is available on his teacher website.

1. You did an excellent job summarizing the chapter as well as covering all of the main points. I completely agree that all of the elements are interrelated and require a balanced learning approach. Also, I agree with the statement about children learning through interactions with others and their environment because children may not know how to spell Wal-Mart or McDonalds but they know the signs and symbols for these and other well-known restaurants and products.

2. Personally I can agree with this quote as well. I work at a daycare in the preschool room with 3-5 year olds who are all at very different learning levels. It is interesting to see when they are playing together whether it be pretending to read books or writing in the art area and the children who know their letters, for example, will correct and help those who do not or say the wrong letter, even if they are just playing. They are truly learning and developing from playing as well as from each other.

3. I completely agree with this and enjoyed this section as well. I cited this as one of my favorite parts of chapter one in my blog as well.

4. I was not that shocked when Dr. Walker began to read to us at the end of the class because as an Early Childhood major, I have had to read or have been read to a lot by many of my teachers. I think this is an excellent idea and I like when I am read too because it makes me a better listener and also better at comprehending stories as well. I think it is hard though sometimes to pay attention when someone is reading to you out loud and experiences like this one help you see things from a teachers as well as a students perspective.

5. I agree with you here and also highlighted these websites in my book as well. I think that is it very difficult to decide how to assign different point values and be subjective when grading a students work. Websites like these help greatly and will really come in handy for this class as well as others throughout your classes here at Bloom.

1.) Your summary was direct and to the point while still including all the important information.

2.) I agree with this quote completely. Too many parents do not understand the importance of reading to their children.

3.) It was helpful to see examples of how to integrate all six language arts into one unit.

4.) I was suprised as well. It is nice how he then uses the book as a way to connect between classes.

5.) As Zoe has already stated, rubistar.com is an awesome website for rubrics! I have used to many times already.

1. Your chapter summary is written very well. I like your attention to IEPs. I wish she had expanded this important concept. IEPs are legal documents and must be adhered to and documented. This is a significant factor for all educators and seems to be neglected or short-shifted all too often. 2. Schema theory is the connection of background knowledge to learning. I agree with your analysis of the quote, students are more
successful readers when they are able to communicate with others. Teachers must assure that all students have opportunities to communicate their thoughts about readings and writings. 3. I like how the book demonstrates real world examples. You will be able to use these texts as resources in your future teaching. 4. Thank you for recognizing my modeling of the research. Yes, the best way to teach reading skills and to develop a learning community is to read aloud and encourage responses to the literature. Remember the model and incorporate it into your own teaching. 5. I appreciate your honesty in relaying to me that you are new at creating lesson plans and rubrics. We will all assist you in developing your skills in these areas. The texts have wonderful examples and my fac/staff Web site has numerous resources to view and to learn specific skills.

Wednesday, 05/21/2008 10:45 AM by DAVID

Julie (permalink)
Created on Tuesday, 05/20/2008 12:40 PM by Julie
Updated on Tuesday, 05/20/2008 12:41 PM by Julie

1. Pamela Farris gives her readers the foundation and parts that make up language arts in chapter 1. It is portrayed to us in a way that is useful and relevant to having this information while we prepare to teach and are actually in the classroom. The chapter talks a little about the development of language arts in the beginning concerning that a child is curious by nature and through his or her experiences, experiments, and interactions, thinking skills are enhanced. Being around the printed world increases knowledge as well. The chapter explains some language arts and its history. For example, listening and speaking were not held nearly as important as they are now and the process of writing was disregarded compared to the correctness of the product which was what mattered. Phonetics came about in the late 1800's and individualization and integration became more of a focus in the 1970's. It goes on to explain the six areas of language arts including speaking, writing, listening, reading, viewing, and visually representing. They are each explained in terms of how they can be mastered, how they can be used in the classroom, and ages different stages of the components are used. It also touches on balanced literacy instruction. Practical examples using various books are given. Characteristics of daily language engagement are shown as well as acknowledging the shift to interdisciplinary instruction. Examples of of assessing student progress and work were written out and visually helpful as well with rubrics and tips.

2. "As teachers, we must also be attuned to the needs of all students, including those with special needs and those with diverse backgrounds" (p.32). Analyzing this quite self-explanatory quote, I find that it basically comes down to the idea that no child should be neglected the right to learn what we have to teach, so it is worth extra effort to try our best in reaching ALL children. I chose this quote because I do not think it can be emphasized enough how important and meaningful it is that everyone matters! I feel that at least showing children that have troubles that we care enough to go an extra mile for them and don't give up on them if they don't get something as quickly as others helps them not only get the concept, but hope and encouragement in later situations too!!

3. I appreciated the example from pages 1 through 5. A play by play of how a first year teacher integrated all the language arts by using the book If You Give a Pig a Pancake was given. It gave me ideas of ways I could teach my students and refer back to it when needed. It even gave models of questions to ask for feedback from the students which I liked.

4. Reflecting on the class activity we had using "Welcome Back Bingo", I think it was a wonderful way to start out. I like the whole ice-breaker idea when thrown into a group of new people. A lot of people are shy around people they do not know and forcing children to interact through a game like this is a fun way to motivate students and get to know who they will be with for a full year. I think it will help children get off on the right foot and through this specific activity they even find out people with similarities and differences which are great conversation starters. The fact that they have to get all different signatures makes them reach out of their comfort zone in a good way. It expands their horizons to people they normally wouldn't talk to and it is a good way to teach them that you learn new and interesting things from everyone, especially people that are different from you.

5. Reflecting on the discussions you had with our class yesterday, I really liked how you modeled a few points to us. Instead of fixing the rubric right away when you realized you made a mistake, you left it that way to show us "Pobody's nerfect." It is good to reassure to students it is a part of human nature, not to be used as an excuse all of the time of course, but to learn from mistakes is normal. They won't get A+ material written down the first time, but when you build upon drafts, revise, and fix, you make better of it and move on. You also modeled wait time and pointed it out which I liked. I can see where a teacher could get caught up in going too fast and not consciously stop for the students to comprehend what was said, think of a question, and raise their hand. The last tip that you modeled that I want to talk about is not just giving a general praise of "Good job!" but noticing a specific thing a
child did that the teacher liked and made sure they knew it so good behavior is repeated and the rest of the class knew it too.

Comments

1. Your summary is very well done and you used much detail. You wrote how listening and speaking were not as important once but they now are. I also came across that and found that very interesting. 2. I totally agree with you on your quote. I do believe the NCLBA is going a little too far in some aspects, but it may help in the long-run. All children do deserve an equal education. 3. I found those pages interesting too. I liked how it felt as if you were actually in the classroom with them. If I were to be thrown in a classroom right now I do not know if I were able to ask the questions as she did so quickly and keep the students' attention. I also got some questions ideas from those pages. 4. I also wrote about the ice-braking bingo game. I too found it fun and it got the class to break the ice. It opened my mind for some more ideas I could use in my future classroom. 5. I liked how Dr. Walker gave many different models on how teachers are not God, they are human too. You pointed out how not just to say "good job!" but to be more specific on what you are reinforcing. I found that interesting because many times all you hear is good job or well done, when the student may not even know what exactly they did correctly. Last thing, just make sure to proofread..you had a few errors.

Tuesday, 05/20/2008 7:39 PM by Samantha

1. Your summary is very succinct and analytical, I also liked in the text how the author included not just a description of the language arts in her opening chapter but also examples of activities to go along with each. The examples in the book were, as you correctly, stated practical and I think that is how all of our textbooks should be.

2. Excellent quote to look at, it is true but sad that teachers today take shortcuts and focus their lessons only for the majority of the students. Well, if the majority of the students are doing fine but you have exceptional students or ELL’s in your classroom who aren’t benefiting then you are not doing your job as an educator. Great quote and a good point!

3. I LOVE the series If You Give a Pig a Pancake so I also thought those pages were really useful. Some textbooks throw in random abstract examples and think they’re being helpful, this text actually provides practical and useful examples for its readers.

4. I had a lot of fun with the ice breaker activity, especially since it is such a small class I think it was a good idea to have everyone meet each other right away. This class is going to incorporate a lot of discussion and everyone will feel easier and more confident talking with their peers after they’ve met, whether in college or in third grade on the first day of school.

5. I have had Dr. Walker in class before and one of the things that is so great is he doesn’t just tell you how to be a good teacher, he shows you what he is talking about. Modeling is very important for new teachers like us, reading textbooks will only give us so much background but seeing what good teaching is provides so much more meaningful background to go on.

Tuesday, 05/20/2008 7:42 PM by Larissa

1. A very nice summary that includes the salient points of Chapter 1. I was pleased that you noted Farris’ full name and recognized her as a female author. In many of my other classes, students wrongly assume authors as being male! I do like the fact that she provides readers with practical examples using various children’s books. 2. As difficult as it may be, all teachers must do their very best to meet the needs of all of the students. Sometimes my best learning experiences have come from my numerous attempts at trying to meet a specific child’s learning block. Educators are life-long learners. 3. I am pleased that you already recognize that this text
is going to be a useful and usable resource. I love the series *If You Give a Pig a Pancake*, and better yet, so do children. 4. Yes, getting off on the right foot is essential in building your classroom community. When children feel safe and respected, they will achieve greater heights of understanding. Theorist Maslow discusses a taxonomy of need that all leads to self-actualization. Let's all strive for the top for all of our students. 5. I am pleased that you are picking up on so much of what is being demonstrated as exemplary teaching practice. Yes, it is not good to just say, "Good job!" Students don't know what you mean and it teaches them nothing and soon becomes a meaningless statement. Be specific with your priase and students will know what you are praising and why.

Wednesday, 05/21/2008 10:31 AM by DAVID

**larissa** ([permalink](#))

Created on Monday, 05/19/2008 11:53 PM by Larissa

Updated on Tuesday, 05/20/2008 10:17 AM by Larissa

1. Chapter 1: *Teaching the Language Arts* delves into six components that make up a strong and integrated language arts curriculum. Farris opens the chapter with the historical background of the language arts and its progression through out American history as its instruction grew. Beginning in the 1700’s with a focus entirely on listening skills, to the 1950’s and the development of the *Dick and Jane* basal readers, through the whole language approach of the 70’s and finally to today’s balanced programs which promotes a blending of both phonics and comprehension. Next, the six language arts- speaking, listening, reading, writing, viewing, and visually representing are discussed in brief overviews. Speaking and listening are identified in the text as the two primary skills while reading and writing are identified as interrelated as they develop concurrently and secondary to listening and speaking skills. In addition, Farris provided valuable examples for using each of the six language arts as an integrated unit. The trend towards the language arts is progressing and emphasizing this style of teaching where the elements are integrated and cohesive. Finally, the myriad of assessments that are available for the classroom teacher are identified and formative and summative assessments are briefly compared in the text.

2. “Indeed, many children from home environments that foster literacy become readers and writers before entering kindergarten” (p. 17). This quote particularly stood out to me in the chapter because I recently finished taking the Teaching Reading class and also just finished participating in an Early Childhood practicum. I was able to see firsthand the difference it can make in a child’s learning when the parents are involved and when the home life invites learning and stimulates a growing child’s mind. This quote also demonstrates how important literacy bags are as a way for teachers to stimulate this important “home environment”.

3. I found it especially useful and very beneficial for Farris to include on pages 20-23 specific examples of how the six language arts can be integrated for a unit. It gave me a better picture of what a language arts unit will look like as it is coming together collaboratively with all six elements. I have this page bookmarked now to look back on for ideas for future plans!

4. The section on listening being the most neglected of all the language arts elements made me reflect on my own practices. After participating in the early childhood practicum I realized that I did just what the research says teachers tend to do, I incorporated language arts in all of my lessons yes and had children play write, practice reading along with big books, they visually represented stories through artwork, however when it came to the listening component in the classroom I lack. I tend to overlook play as a time where learning can’t take place, in reality students listening skills are in vital need of development and through pretend games I realize now that this language arts skills can become more real.

5. I liked how the class ended today with a story being read aloud and I look forward to this
continuing. It not only goes along with research that shows how beneficial reading aloud is for children as developing readers, but it also models how classroom teachers should read aloud to their students with expression and provide time for discussion and prediction afterwards. I was always read to as a child, and I still read aloud to my little brother because I find the practice soothing as it has been a part of my life for so long.

Comments

1. Your summary is stellar. Clearly the Fine Arts class experiences with RDEs has honed your skills. I agree that the LA need to be integrated in the same way that the fine arts need to spread out over the curriculum. When we fertilize the content area learning with both the LA and the fine arts we provide students with a rich soil to grow their learning. Whoo, my metaphoric thinking is getting the better of me this morning! 2. Oh, how true. "...many children from home environments that foster literacy become readers and writers before entering kindergarten" great teachers foster the home/school connection. Together, we make a deeper impact on the students' learning. I am pleased to see your schema in use as you connect your practicum experiences with your course work. Indeed, this is learning at its best. 3. Yes, bookmark away! You will be able to return to this section to assure that you have integrated all the LA into your unit plans that are part of the final project. 4. Superb, you are reflecting back upon your early entry into instruction and have found an area to improve upon. As the text factually states - listening is the most neglected of the LA. This is sad because many behavioral problems need not occur when the students and teacher all know how to listen and actually use the skills. Create a climate where listening is an honored skill and you will be halfway to developing a worthy learning environment. To quote Mark Twain, "God gave us two ears and one mouth for a reason." 5. Again, I love how you incorporate your background knowledge into your commentary and own practice. Reading aloud is the single most important literacy skill that assists students to develop fluency, vocabulary, and comprehension. Thank you for noticing my modeling of best practices; remember it, and you use it, too.

Tuesday, 05/20/2008 10:35 AM by David

1. Your summary was very well developed. I liked how you touched on the historical aspect of language arts because that is something that I found very interesting in Ferris' first chapter. I agree that integration is now the way to go. When we get into the classroom I know that we will be overlapping in many subject areas.

2. I really liked this quote that you picked. I think that it is so crucial to read to your children and I bet that your experience with your practicum must have been truly rewarding. It will definitely be interesting to see first hand how this plays out in your classroom and the other thing I wonder is, do you think it will be possible to look at your classroom of 25 students and pick out the ones who have that home environment and that environment that fosters literacy?

3. I totally agree with you because as future teachers we need to gain valuable information to bring with us to our classroom. Those examples are a great reference and they really help you completely understand each of the language arts.

4. I think that we sometimes overlook listening because it does come so naturally to us and it is kind of like breathing, you just don't stop and think "oh wow I'm breathing". I know that is silly but I really think that because, in most cases, listening is innate we don't think of it as a skill but more of a bodily humanistic trait.

5. I agree, I think that is a great technique to use in any classroom. It calms the students down and allows them to really enjoy literature. I love your personal touches to your RDE's. I think that you are really related this material into your prior experiences and hopefully your future ones as well.

Tuesday, 05/20/2008 12:58 PM by Kylie
1. Your summer was a very nice overview of the chapter. You picked out the main facts and covered everything that was important. I agree very much with the quote that you picked. I feel very strongly that in order to help the children learn, the parents need to reinforce everything at home. I also think that this is important when there is a behavior issue. The parents need to follow through with the discipline at home.

2. I agree that it was useful for Farris to give examples of the six language arts and explain how they are all tied together. This gave me a better understanding of what this class is going to be about. That is great that you were able to use what you read and relate it to your own personal experiences. This will help you change or keep your teaching tendencies.

3. I agree that it was nice that we ended class with a story. I think that this would be a great idea to use in an elementary classroom. It will be a great way to have some closure to the day, and it also keeps their minds thinking about what is going to happen in the story.

Zoe (permalink)
Created on Monday, 05/19/2008 5:44 PM by Zoe

1. This chapter is about the language arts, consisting of, listening, speaking, reading, writing, viewing, and visually representing. It is important for a teacher to understand each of the language arts individually, although they are taught interrelatedly. Children develop their language arts skills concurrently, and writing is often one of the earlier skills to be developed. Chapter one mapped out the history of the development of language arts, discussing how the teaching of these skills has developed and changed over time. One of the main changes is that language arts is no longer so focused on just reading, which is a fairly recent development in the history of the subject. The chapter goes on to talk specifically about each of the language arts, discussing when and how the skills begin to develop, and how teachers and parents can foster these skills. Following these descriptions, specific examples are given as to how a teacher would incorporate all of the language arts skills into a lesson. The end of the chapter covers how teachers may assess a student's language arts skills, and the importance of this assessment.

2. "Reading can be so personal that it is almost as though the author wrote the words solely for the reader" (pg 18). I believe this statement is true throughout life, not just of beginning or young readers. Obviously not every book one reads will have a special meaning to them, but there are certain writings that are so relatable to the reader, they feel the book was meant for them. I can remember having this experience when I was younger, and I continue to have it occasionally still. It is a great feeling when you are so connected to a reading that you feel that the author was in your mind when they wrote the words.

3. On page 15, invented spelling is discussed when the chapter is covering the skill of writing. I think invented spelling is very beneficial and important for children. I can remember being in Kindergarten and writing a story to go along with a picture I had drawn. I did not know how to spell several of the words, so some I guessed on and others the teacher allowed me to just make a scribble for. After writing the story, we had to read it aloud to the class, and then go over it with the teacher. Because invented spelling was so accepted, no one was embarrassed if they didn't know how to spell a word. We would later learn the correct way to spell the word when we went over the story with our teacher. This was a learning experience for everyone in the classroom, and I am very glad that my teacher encouraged us to try to spell words that were often times above where we were at as writers.

4. I really like the venn diagram of George Washington and Abraham Lincoln on page 21 in chapter 1. Visual representations are a great way to teach students, and I believe that they work for almost all students, not just the visual learners. When students are able to actually see something they are learning about, this increases understanding. Also, in the specific example given, it is a great way to have students work together and share ideas, instead of just coming up with their own thoughts on a subject.

5. On page 17 the text discusses how young children can "read" by recognizing common items. The boy in the story can "read" the label on the toothpaste, because he knows that he uses Crest to brush his teeth. I have directly experienced this when a little boy that I babysit "read" the Toys R Us catalog to me before Christmas, being sure to point out every toy he wanted. Because he recognized several of the toys either from friends, school, television, or his own home, he was able to describe much of what was on the page. Although the reading obviously had a 4-year-old spin on it, he did say several of the words that were actually written in the catalog.
1. Your summary of the chapter is clear and concise. You really grasp the overall worth of the information. Yes, the 21C brings about a new philosophy related to LA. LA is now a multi-faceted subject that needs to be integrated within all of the other content area classes. 2. I love your analysis of the quote. You draw upon a deeper personalized sense of learning. Students appreciate when the material they are taught touches them and connects to their schema. Remember to make these moment happen within your classroom. 3. Your personal connections to "invented spelling" will serve you well as a teacher because you know it was educational right for you. 4. Yes, Farris demonstrates the power of incorporating all six of the LA. All too often teachers neglect the visuals. Please note the posters to reinforce the Collins' writing process in our classroom. I try to model what I teach. 5. In the Diagnostic class, one of the teacher made tests of early reading uses common household labels to encourage the development of literacy. Young children know the golden arches represents McDonalds and numerous other logos, too. All of these symbols help to develop a foundation to base the alphabetic code upon and these relationships lead to literacy.

Zoe I liked your summary in #1 because I feel the points you highlighted that made up the chapter were great. I especially want to zero in on how we should recognize and know language arts in their separate states, but teach them interrelatedly: that students learn them concurrently. I love love love the quote you chose for #2! It is almost like when a song speaks to me, as if the lyrics fit exactly how I am feeling or a situation I have had or am going through, a story can definitely do the same thing! In #3 I was glad to hear your teacher encouraged and accepted made-up spellings for your books. I remember doing the same thing and watching my younger brother do it too. #4 is something I was actually going to comment on in my entry, I liked it so much. I agree on the importance of visual representation and the comparisons and contrasts of a Venn Diagram. In #5 it is so true that everyday items help children in early stages of language arts and recognition of words to build on.

1. Great summary- you can tell that you have gained knowledge from this material. The summary is very well written. I liked how your commented that the chapter not only identifies each language art but it also provides information on how teachers and parents are able to foster skills. Also, I found the assessment part of the reading very useful because I think that will definitly help us when we get into our own classroom.

2. I can totally relate to the quote you picked as well. I think that literature goes deeper than just reading is thats connection you make with not only the author but the characters as well.

3. I think you grasp the understanding and the use of invented spelling. I believe that because you have a personal connection to it that it will definitly be something that you will use in your classroom. I think that students benefit greatly from invented spelling and it really allows students to grow and hold ownership to their work.

4. When you mention visual learners I automatically think of Gardner's Multiple Intelligences. I think that something like a venn diagram is a great and easy way to help out those students who need that visual representation. If you would use that in your classroom, not all students would benefit from it but at least you would have that opportunity for those students who do need it.

5. I can totally relate to this experience as well. My younger cousin use to "read" books to me as well! I think that when younger children see their parents or whoever read it really models and motivates them to read which when the time comes is a huge excitement for them. When younger children "read" I definitly feel that it is more reposition from people around them, in which the child picks up on, and it is memorization on the childs part. Great comment!

1. Your summary was very clear and to the point. You focused on the main topics of the chapter and gave some examples. This is a good summary and was easy to read and understand. 2. I agree with this quote a lot. I personally have read several books where I felt like I was the main character and they were talking about something that is happening or has happened in my life. This is a nice feeling to know that others are going through the same thing and to see how they
handle the situation. 3. I agree that inventive spelling is a great way to teach children how to write and it also increases their self confidence. It is important that children know that writing is fun from a young age. 4. This Venn diagram was creative and useful. Students not only learn from visual but they made it interesting because they used an outline of their face and not just a circle. 5. I have also experienced this when my younger sister was around that age. We would go some place, such as a fast-food, and even though she cold not read yet she was able to tell us the name of where she was.

Tuesday, 05/20/2008 3:53 PM by Lisa

1. Your summary was very well written and you clearly understand the concepts in the chapter. In my eyes, it was very easy to read and flowed well. I like how you showed the change of language arts from the 1700s to today. 2. I agree with this quote, and I have also had this same experience in the past. I have not read any books that gave me this same experience recently. 3. In elementary school when we were learning to write, we were also allowed to use inventive spelling. I am shy already when talking out loud, and not having to worry about correct spelling made things easier. 4. Being a visual learner myself, I love using picture, concept maps, and venn diagrams to visually see the information and where it goes when I am taking a test. 5. I agree, it is amazing how children can read certain words that are more common and that they use and have a personal connection to it. When we would drive past the McDonalds, my little brother was famous for saying it.

Tuesday, 05/20/2008 8:37 PM by Stephanie

Christine (permalink)
Created on Thursday, 05/15/2008 11:09 PM by Christine

This chapter is about teaching the language arts. Language arts consist of listening, speaking, reading, writing, viewing and visually representing. Speaking consists of two types of vocabulary. One is for speaking and one is for listening. Students should be encouraged to speak rather than being told how to speak. Writing is the most difficult of the language arts to acquire. It takes 20-30 years to learn how to write. Children start writing at a young age when they pick up crayons and begin to scribble. Listening is another language art that is acquired at a very young age. Babies can recognize their mother's voice after their birth. Listening is important for students to develop their vocabulary. Reading is an important skill that needs to be taught in school and at home. Children need to have experiences with books in order to become good readers. Asking questions during reading will also help a child become a better reader. Viewing is the art of using picture clues as one reads. Pictures in books can help a child determine words they may not know in the text. Visually representing is when students share information visually. Using a Venn diagram to compare two different things would be a visually representation. Another part of this chapter was how to assess student writing. This can be done through rubrics, checklists and anecdotal records.

"Language arts instruction is built on the research-based position that children learn to read by reading and being read to and that children learn to write by writing and reading the writing of others." (pg 25)

I agree with this quote because it reminds me of how I mostly learned to read. You need to read to your students to model to them how it should be done fluently. The more children read the better they will be at it. I believe that it is far better to learn by doing than being told how to do so.

- I liked in the beginning of the chapter how it goes through the dialogue of the teachers and their students. It was good to read how teachers question their students in order to get them to use higher order thinking skills. This is helpful to hear how we should be questioning our students.

- It was interesting to read about the history of teaching language arts. It just began with the alphabet in the 1700s to word analysis in the 1800s to silent reading in the 1920s all the way to what we have today included in NCLB.

- I was surprised to see invented spelling come up in this chapter. This is something I have seen before and
find interesting that it helps children find meaning in their writing and spelling.

Comments

Your summary #1 is clear and concise. You identify and provide a nice example of each of the six language arts. I agree with your statement that "it is far better to learn by doing than being told how to do so." That's why you are being taught the constructivist philosophy and hopefully you are using it in your practicum. Your classmates and I eagerly await your first class with us. I plan on asking you to briefly reflect on your experiences in Phillie. Please write more in future RDEs for #2 - 5. When you are analyzing and reflecting you need to produce more writing to truly delve deep into your thinking and to express your relevant ideas to your classmates and me.

#3, yes, teachers should inquire into their students thought-processes and learn their interests, background knowledge, and misconceptions. All of these aspects of learning then allow educators to tailor the learning to the individual, thus differentiating lessons. #4, shows a broad overview of the history behind the development of LA, I wish you had elaborated more as to the trends and the impact of NCLB on today's learning. #5, I am pleased that the text is already enlightening your learning. Yes, invented spelling can be the building blocks of spelling and word development. Each teacher must decide the approaches he/she feels best meets the needs of each learner. I have witnessed many younger students become free to explore their writing and other who felt the harsh demand of correctly spelled word limit their creativity. Remember the Einstein quote, "Imagination is more important than knowledge."

Sunday, 05/18/2008 7:59 PM by DAVID

I enjoyed reading the summary, because most of what you chose to mention out of the chapter were the things that I found interesting as well. For example, I liked how the text referred to scribbling with crayons as a form of writing, because it is definitely a way that children express themselves, whether what they are trying to say is understandable to others or not. Also, I had never thought about a baby reacognizing their mother's voice as being practicing a listening skill until I read this chapter. I agree with the quote used for #2, and with your comments on this quote. I believe being read to is one of the most important things a parent can do for their child. I also thought that the teacher dailogues, used for #3, were interesting. It is a nice way to break up the reading and to give real life examples. #4, Reading about the history of language arts makes you wonder what is in store for the future of the subject. #5, I am a big supporter of invented spelling, and I was also surprised to see it come up in the first chapter of the book.

Monday, 05/19/2008 8:37 PM by Zoe

Very good Zoe, you reinforce Christine's summary and connect it to your own experiences. The baby recognizing mom's voice is foundational listening. Yes, we must encourage all parents/guardians to read to their children.

Tuesday, 05/20/2008 10:46 AM by DAVID