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RDE#5

Tammy ([permalink](#))

Created on Sunday, 06/01/2008 9:12 PM by [Tammy](#)

1. Chapter nine is titled "Writing- Narrative, Poetry, Espository, and Persuasive." The introduction states that writing is a learning vehicle that enables children and adults to become more aware of personal beliefs, to nurture their techniques of evaluation and interpretation, and to formulate related decisions. It also explains that children do not develop as writers on a single path due to the different skills and abilities of the students. In writing, there are various writing skills and strategies which include ideas, organization, words, connections, and conventions. Along with strategies and skills, there are also different types of writing such as narrative, espository, poetry, and persuasive. A narrative is the telling of our own personal stories and those we create in our minds as stated by the Farris. Narrative writing may include journals, emails, letters, and dialogues which provide a child with the opportunity to participate in a written conversation with someone else. The next type of writing is poetry which helps to allow teachers to encourage students to experient with words in a variety of different formats. Though there are many different types of poetry some may include list poems, concrete poetry, free verse, couplets, haiku, diamante, and cinquain. Expository writing, the third type of writing, is also sometimes referred to as informational writing. Expository writing is writing that entails is through the use of the composing process to satisfy some utilitarian need, such as knowledge aquisition, concept development, or comprehension according to Farris. This type of writing may include autobiographies, biographies, or academic learning logs or journals which explain a topic through writing. Lastly persuasive writing, which tends to be the most challenging, involves presenting ideas that motivate the reader to do something or believe something by first stating an opinion and then giving reasons for taking that position. 2. "One develops as a writer each time one engages in the process." (Newman, 1983, pg.860) (page 353) I chose this quote because I think it is very motivational any writer, beginner or experienced. It is definitely a quote to live by not only for writing but for any subject. The more you practice at something, the better you will become at it. 3. In reflection to the four different types of writing, even though persuasive is the most difficult, it is one I enjoy doing because it shows strength behind your own personal beliefs and writing. I think it is difficult because you are trying to get the reader to see your side of the picture but also the most rewarding because you are using your own motivation and opinions. 4. In reflection to the examples of the childrens writing not only in chapter nine but throughout the entire text, I think it is so interesting reading children's writing. Even though words may be misspelled or grammar may be incorrect, I enjoy seeing how they express their feelings in words that even though they are not perfect, you can still understand what they are trying to say. It's interesting how children spell words exactly how they sound in which we all at some point still may use as adults. If I am unsure how to spell a word, the first thing I do is sound it out which goes back to the early years of elementary school and learning how to spell. 5. We also discussed in class how poetry is sometimes the neglected out of all the types of writing. In elementary school we also didn't do much with poetry but I always was interested in it on my own. It's a great way for children to learn rhyme and to also express themselves through words.

Comments

1. Your summary is most complete with all of the different kinds of writing explained in a clear and concise manner. **Please level spaces between your numbered items in the blog. It makes it easier to read.**

2. Yes, writing is a skill that develops as one practices it. Yes, it is used in all subjects and this makes it a skill that needs a great deal of attention by everyone involved.

3. I love that persuasive writing encourages students to speak their minds and develop voices. Many have difficulties finding their voices and being able to convince others of their points of view. A skill that is important for future adults to be able to express.

4. I love the students' samples, too. You see how the misspelled words really don't drag down the quality of thinking and truly show the samples are written by writers who are still developing and formulating the skills.

Conventions should be considered but not be the whole grade of any writing.

5. Poetry is one of the arts that allows humans to express their humanity in abstract manners through the advanced development of the written word. We owe it to our students and to the future of our society to teach, read, and write poetry.

Tuesday, 06/03/2008 12:10 PM by [DAVID](#)

Christine ([permalink](#))

Created on Sunday, 06/01/2008 1:30 PM by [Christine](#)

1. Chapter nine of Farris is titled *Writing: Narrative, Poetry, Expository, and Persuasive*. To begin writing, one must know writing strategies to follow. Ideas are the first part of composing a piece of writing. Students' ideas can come from a variety of places such as school, home, or a story from a book. Ideas should be written down and used as part of a student's portfolio. Organization is how the writing is held together. A writer can use clusters, webs, note cards or outlines to organize their ideas. Correct word choice is also an important strategy to know while writing. Using precise words that create vivid pictures makes a reader's job easier. Writers should be able to make connections to something personal, the world, or a text to text connection. Lastly, good writers should have correct conventions in their writing. If the writer does not use correct spelling, grammar, and punctuation, they may lose their reader.

Narrative writing is the telling of our own personal stories and those we create in our minds. We can create narrative pieces through dialogues, journals, and letters. Dialogues allow children to create written conversation with another person. It acts as a two way diary between two people such as a student and teacher. Journals can also serve as diaries. They are an unstructured writing that lets children record their thoughts and feelings about certain events. Teachers usually encourage journal writing for at least five minutes on a daily basis. Writing letters is a structured type of writing assignment. This type of writing is easier to get students to do because they are eager to get a response from people around them. Poetry is another type of writing. If teachers share a variety of poetry, they can raise the level of students' language and vocabulary development. The elements of poetry include: rhyme, alliteration, onomatopoeia, rhythm, and personification. There are many types of poetry. List poems act as a brainstorm for children to write poems. Free verse poems are a collection of a poet's thoughts that ramble on through the page. Concrete poetry is known as the picture poem. The common types of poetry are couplets, haiku, cinquain, and diamante. Farris describes four types of expository writing in Chapter nine. Academic learning logs are interpretive journals in which children explain a concept or topic through their writing. Autobiographies share the individual life experiences of one with others and may describe one's life from birth to the present or a specific time in one's life. Biographies do not cover one's entire life but just a portion of it. Students need to conduct research to complete this type of expository writing. Note taking is a difficult task for children. The best way to teach note taking is through modeling so students can see how important information is selected. Lastly, persuasive writing is the most difficult. It involves giving ideas to persuade someone else to believe or do something the same way the writer does.

2. "One develops as a writer each time one engages in the process." (pg 353) I liked this quote just because it is so true. The more we get our students to write the better they will be at it and the easier it will get for them.

3. I learned in this chapter that we have to clear up the misconceptions that students have about poetry. The chapter points out children think that poetry must rhyme, it must be beautiful and pretty, and nothing occurs in poetry because the writing is mostly descriptive. The best way to eliminate these misconceptions is to consistently share various types of poetry with our students.

4. We should be using different methods of evaluation for assessing students writing. If we use just one type of assessment we may miss important parts of our students as writers. Portfolios and anecdotal records are ways to show the individual progress of a students writing. We can also use holistic evaluation as a way to see the strengths and weakness of the class as a whole.

5. I liked the dialogue idea that was discussed in this chapter. The teacher created a computer disk for a student who had weak written communication skills so they could talk back and forth through a dialogue each day. This is a good way for a student who lacks written communication skills to get practice in written communication and to see how he or she should be writing by using the teacher response as a model.

Comments

1. I think you did a great job summarizing the chapter and giving a brief description of all the important terms and ideas.

2. I like this quote as well, and I feel like throughout many of these chapters it is stressed that the more important way to learn is through doing.

3. I think that by sharing various types of poetry, it will make students appreciate, understand, and like poetry more. Because there are several different kinds, if a student doesn't care for one type of poetry, they may like another type instead.

4. I think it is very important to use different types of assessments to critique the writing of students. There is not one set way that a teacher should grade every student, and if we know several different methods of assessment, why waste this knowledge?

5. I thought this was a very good idea and showed that the teacher really cared about and wanted each of the students to succeed.

Monday, 06/02/2008 4:56 PM by [Zoe](#)

1. I agree with Zoe, you do summarize this intricate chapter very well using numerous supporting details relating to the various types of writing that need to be taught and practiced.

2. The more we write the better we get at it, too! We also become better educators as a result of our own practice.

3. When you introduce Haiku and Tanka and read various poems aloud you dispell the myth of all poems must rhyme.

4. I agree that varying our evaluation of writing is important. Collins recommends changing the FCAs according to the error the various writers are making. I think varying practice helps the students to learn to think deeply and to learn from their experiences.

5. I love the novel ideas Farris promotes for educators to try as they attempt to meet the needs of each child.

Tuesday, 06/03/2008 12:01 PM by [DAVID](#)

Ashley Post on May 30 2008 ([permalink](#))

Created on Saturday, 05/31/2008 11:09 AM by [Ashley](#)

1. Chapter 9 of Farris focused on the writing of Narrative, Poetry, Expository, and Persuasive pieces. At the beginning, it is very important to note that students need to have a compiled list of ideas that have been made throughout the year. This will help them greatly when they aren't sure of what to write about. Other things that need

to be done in order to produce a well written paper is it must be organized, word choice needs to be properly used, connections should be used, and conventions; making sure there is correct spelling and punctuation. Throughout the rest of the chapter, it goes into detail about the types of writing. There are names of books given to help teachers when teaching in the classroom. Towards the end, it starts to talk about the ways to assess. There is no one way, or one piece of work to fully give a proper assessment. One way to do this would to have the children put together a portfolio which will gather al of their work throughout the year. Something very important to remember when go over a childs work. When giving feedback, the positive remarks should outway the negative ones. This will help minimize the intimidation of all of the things the child messed up on. Instead, this is a great way to show them that it's okay to have a few mistakes.

2. "Positive responses should far outweigh negative comments about students' written work" (pg 394). All of your students will be different and most will write differently from the next but it is our job to encourage our students to write the best way they know how. In one of my classes, I was taught that for every negative, there should be ten positives to follow. Children as of now don't want to go to school so why should we make it any harder. Sure, students will not do everything correctly all the time and we will have to correct them, however, correcting them, nagging them, or criticizing them all day long will not encourage our little ones to do any better.

3. Something we should all focus on, pg.363. In this section of the chapter it is talking about students having journals to write in. With one student, and this will happen, admitted that one of her friends was unhappy and was considering suicide. On this page it states that, " Teachers have a legal obligation to report such information as shared by students in their journals". This is very important because in a situation like this or anything similar, teachers, by law, are to report such incidents. Even if the incident is over head walking in the hallway. You heard it, therefore you must report it. Can you imagine if you didn't and something did happen? That would be a very bad day for everyone all around.

4. I really like the references that the author presents for the types of writing. This is an excellent way to help build our own libraries.

5. I feel that we spent a lot of time going over the 5 types of writing and also what we must do for Mondays class. This helped me and I'm sure the class greatly. The 5 types of writing is something I feel that most of us have not been introduced to or at least haven't dealt with in years. The time we spent going over what we needed to do was very beneficial.

Comments

1. A fine summary. Yes, it is significant how we as teachers review a child's work. We must provide focused feedback and encourage them to grow and to develop the best writing skills that they will apply and expand over time.

2. Let's focus on the specific FCAs and then find the aspects that are working to make the writing great. Positive comments must focus on real strengths and the growth aspect does not need to be negative but simply skills that are being worked on and that are still developing. Most students can appreciate reflecting back on when they first learned to walk. Lots of falling occurred until they mastered the skills to stay upright and move ahead - step by step.

3. Teachers are expected to be reliable adults who take their responsibilities to heart. When using journals, be sure you read them in a timely manner or don't use them. If you need, modify how often they are written in and schedule a group of them to be read and reacted to and read them over a week's time before returning to a new topic and another set to be read.

4. Yes, another fine resource book that hopefully you will use long after this course is over.

5. Thank you for the nice compliment. Best practices state that instructors must be aware of the students' needs. I realize how important doing well is to my students and want to provide the clearest expectations as to how the work will be assessed. Remember to keep your expectations for students high and make sure they are aware of exactly what you expect.

Tuesday, 06/03/2008 11:54 AM by [DAVID](#)

Melissa ([permalink](#))

Created on Wednesday, 05/28/2008 10:43 PM by [Melissa](#)

1. Chapter 9 continues talking about the writing process and continuing more specifically with narrative, poetry, expository and persuasive writing. Narrative writing is telling stories that are both personal as well as those we make up. Narrative writings may be as simple as telling about a family vacation, a new pet, or a trip to the zoo. Both dialogues and journals are both examples of narrative writings that are both informal and unstructured. They serve as motivational techniques for children who are slow learners or those who may have learning disabilities. Letter writing builds off of dialogues but unlike the other two, letters must be structured and formal and follow a specific uniform format. Emails are also emerging as a way for students to communicate with each other and talk to people from all around the world. Poetry is the next type of writing focused on in chapter 9. Poetry, one of the most expressive forms of writing for children, but also one of the least used in classrooms. Poetry allows students to be expressive and show their thoughts and feelings through words. It is also important for teachers to share and model their poetry with students in order to make them feel more comfortable with their own writing. Different elements of poetry include rhyme, rhythm, alliteration and onomatopoeia and several types of poetry include list poems, free verse, concrete, couplets and haiku, to name a few. Expository writing is nonfictional and informational and informs the reader of something. This type of writing can be descriptive, written in sequence, compare and contrast things or written as cause and effect, for example. Examples of expository writings include academic learning logs in which students explain a topic or concept through interpretative journals. Autobiographies, biographies and note-taking are also informational writing pieces. Persuasive writing is just that. You are writing to influence a reader to think a certain way or agree with the topic you are writing about. This may, in fact, be the most challenging type of writing for students. Finally, the chapter ends with different techniques that can be used to evaluate student writing. Portfolios are organized collections of a student's work over a period of time that show the growth of that student over time. Teachers also need to respond to a child's work whether through oral reinforcement, conferencing, or by way of a simple note. A teacher can also use anecdotal records, checklists, or holistic evaluation in order to evaluate students and determine both their strengths and weaknesses.

2. ..."journals are a means by which children record events and their feelings about those events" (p 362). I think journals are an excellent way for both students and teachers as well to write about things that are both good and bad in their lives. I think that today children are going through more difficult situations at younger ages and they often bring these problems to school. When this happens, it interferes with their school work and can distract them for an entire day. Sometimes children don't feel comfortable talking about problems and I think that a journal is an excellent alternative as an outlet for things that are both good and bad in their lives. It is equally important for teachers to do the same type of journal writing because they have things they need to get out as well. I think that if this can be done at the beginning of a day, it may make the day run more smoothly for the entire class. This does not mean one would need to be limited though, only to writing at a certain time of day, but anytime if it was necessary.

3. I think that being able to see Zoe's examples of her writing prompts were extremely helpful for me in order to better understand the assignment due for Monday. I now have a clear understanding of what is expected and needs to be included and it helped me get my ideas together. Thank you Zoe!

4. I also really liked the incorporation of handwriting into today's class. I did not realize how important teaching handwriting was until I had to do it. I do not write in cursive regularly and I had to all the time when I was student teaching. It was hard because I had to learn all over again how to write in cursive because it was so crucial for me to write my letters exactly how the students learned to write them because then they couldn't read my writing. I would often find the children correcting me and telling me that my letters were formed wrong. This was one of the hardest things for me, although it may seem like one of the simplest.

5. Finally, I found all of the examples of different narrative books, poems, autobiographies and biographies extremely helpful in order to get a start on a literature collection for your classroom. These pages are definitely

worth marking and the books are well worth investing in because you know exactly what type of writing each falls in to.

Comments

1. Your summary is masterful and includes all of the salient points mentioned in the chapter. You will be able to retrieve this information easily for future reference.

2. I agree with your fine analysis of the quote and the excellent reflection related to journaling. Students need outlets for their expressions that they coose note to verbalize. They may be willing to share their inner thoughts through writing. Teachers must be willing to read and respond in timely ways for the jouranls to be most effective.

3. Yes, another grateful classmate saying thank you to Zoe for your willingness to share your draft with others.

4. Practice and use the Web sites as guidance. I will assist if you need it.

5. Thank you for your compliment related to the worthiness of the texts. I try hard to select the best texts and ones that I feel will be useful resources in your future careers even after my classes are over. Best wishes.

Friday, 05/30/2008 10:36 PM by [DAVID](#)

Julie ([permalink](#))

Created on Wednesday, 05/28/2008 10:31 PM by [Julie](#)

1. In the introduction of Chapter 9 things were addressed about writing such as organizing, strategies, connections, words, and ideas. The main ideas went into detail about narrative work including dialgue, journals, letters and emails, and types of elements of poetry. In the expository writing section, also known as informational, it talked about learning logs, biographies, and note taking. There was also mention of persuasive writing, the connection between technology and writing like the use of word processing programs, and evaluating student writing. Their portfolios should contain various samples of their work. Teachers should respond positively to students' writing efforts and conferences should help and direct them. Holistic evals are done with a few teachers reviewing a piece that has been written. The text was very informational.

2. "Ideas are the essence of the composition itself. An idea can come from a myriad of places- something observed on the way to school, a story in a book, a science experiment, or a humorous news event might trigger an idea that can evolve into a marvelous writing piece. Often students possess terrific ideas, but they are too afraid or timid to go with them and put them down on paper" (p.354).

I really enjoyed reading this for a few reasons. I love ideas and always have so many at such random times. I think there is potential for inspiration everywhere so I am constantly in tune with trying to find it. I will try my best to encourage my students to do the same and not be shy about an idea that has sparked within them and help them mold something that stood out to them into a beautiful writing piece.

3. Something that was introduced in class today but not expanded upon yet caught my attention immediately as being a phenomenal idea. The laminated pictures of animals that could be used as the basis of their writing. The

pictures even from afar were intriguing and I will definitely use this idea for my students to have fun with.

4. I really liked the envelopes with characters, settings, and problems to choose from for their own stories. It is very clever and I believe that it will enhance my students interest in writing it!

5. I think having the sample paper to go over for the assignment due on Monday was superb. I have a much clearer idea of what to do now. Thank you Zoe for sharing! It was good and I think beneficial to the whole class in knowing how to go about putting it together.

Comments

1. Your summary is clear and concise. I like how you touch upon the holistic aspects of assessment. We will see this as I share how your work is assessed through rubrics.

2. Let's open the flood gates of creativity and develop risk-takers willing to share their works and enlighten our world.

3. More on the photos as inspiration to write at a later time. I was setting seeds for future lessons. ANother way to encourage writing that is not a formal prompt. Visual learners, ELL students, and pupils that need their imagination ignited love this kind of prompting.

4. Yes, just another way to encourage writing without always using formalized prompts.

5. Yes Zoe, another thank you!!

Friday, 05/30/2008 10:28 PM by [DAVID](#)

1. I agree that the test was very informational. For each piece of writing, it was very clear as to what was needed in order to produce the writing and there were also references at the end to help demonstrate the type of writing. I'm really glad that the author added how important it is to have more positive things to negative things. Ever see what ONE negative comment does to a child? We have to make sure we let our students know what it is they are doing correctly.

2. We have to make sure to let our students know that no one idea is better than the next. Encouraging our students to write is hard enough, so when they are writing, don't make them write about things that pose no interest. Let them know that they can write whatever they want as long as its appropriate.

3. The laminated pictures were really cute. Great way to get students interested.

4. Yes the envelopes are a great idea. This is a great way to have students write all kinds of stories. Also, being able to mix and match settings and characters allows students to come up with all sorts of stories.

5. Thank you, Zoe! The example of what is needed for Monday helped big time. I am more of a visual learner so I need to actually have something that shows me what I need to do rather than just hearing the requirements.

Saturday, 05/31/2008 11:20 AM by [Ashley](#)

1. Summary covered all of the key points and was worded well.
2. I will also try to make a classroom that is open and free, so students can speak up about their ideas without being afraid.
3. I agree, I am very interested to hear everyones stories!
4. I think it will increase students creativity, and will make it more fun.
5. I agree the sample paper helped a great deal.

Monday, 06/09/2008 9:20 PM by [Stephanie](#)

1. I loved how your summary was short but had everything that was needed!
2. I agree with the quote. I feel that the rough drafts are the best parts of stories because it is where the ideas begin!
3. The pictures are a great way for students to write with some direction but yet still open-ended!
4. The envelope activity is definitely one I intend to use in my classroom!
5. Yes, Thank you Zoe. It really helped!

Tuesday, 06/10/2008 10:43 PM by [Tammy](#)

Lisa ([permalink](#))

Created on Wednesday, 05/28/2008 9:59 PM by [Lisa](#)

1. This chapter talks about strategies for writing. Farris gives some strategies to focus on. They include: ideas, organization, words, connections, and conversations. Each of these is important to keep in mind. The chapter then talks about the different types of writing styles. Some of the different styles include narrative writing. This is when we write about stories we create. Dialogues are when students write out a conversation between more than one people. Journals are when a student can write about something personal that has happened in their life or even just in that day. Letters and e-mails is when students can learn to follow a proper format and setup. Next, Farris talks about poetry. She explains how teachers cover less poetry in the classrooms than narratives. Students need to be able to use and play with words and they can do this through poetry. Children should start writing about things and events that are personal. An Academic learning log is where the students write down what they know. These can be used as a record for the students. This also helps them become more aware of their own problem-solving strategies. Some other types of writing are autobiographies, biographies, note taking, and persuasive. Writing is a good way to evaluate what a student has

learned. One of the more common ways is using a portfolio. The teacher collects the students work throughout the year. You can compare the students' work from the beginning of the year to the end and see how they have changed. Anecdotal records and checklists are two other ways to assess a student's work. Anecdotal records are when you observe the student and write down what they are doing. Checklists are already created that you mark if the child can completed that task.

2. "For those who use writing strategies, the writing process becomes a welcoming challenge rather than an arduous task." (354) I think that this quote is very true. Students need to learn the steps in writing to be successful. If they know the steps then it will help them know what to expect, rather than just trying to write without anything to follow.

3. There is a statement in the book about how teachers are less likely to teach poetry in the classroom than narratives. I have to agree with this statement. When I was in elementary school, I had very little exposure to poetry. As a future teacher, I would like to change this by introducing more poetry at a younger age. The younger it is introduced the easier it will be for them to understand it.

4. After each type of writing there are suggested readings to use in the classrooms. I think this is a good idea to add into the book. I like the idea of using a book or poem from the list and know that it has been used before and has worked in other classes.

5. I like how Dr. Walker read a poem to us in the beginning of class. I think that this is a good way to get class started and get us thinking about literature. I think that reading to the class is a good attention getting strategy.

Comments

1. Nice summary, very thorough and you covered all the main points given in the chapter.

2. This is very true. Just like anything else you do throughout life, there are always steps or directions to follow in order to make things easier and the writing process is no different.

3. I agree as well. I never learned much poetry when I was in school and I think that is why I am not a big fan of it now. I hope that through future activities with poetry in class I will come to understand and appreciate it more than I do right now.

4. I included the same thing in my RDE and agree that they will be useful when we are future teachers.

5. I liked the poem as well and when we discuss them as a class it is helpful as well because it helps us all to think of things differently than we may have on our own.

Thursday, 05/29/2008 10:35 PM by [Melissa](#)

1. I enjoyed reading your summary, too. Writing is a great way to get to know what the students are learning and what they are thinking. That is one of the many reasons that I use the class journal and the RDE blogs.

2. I love the step-by-step process of learning to develop writing skills. Let's all be as methodical with everything we teach!

3. Let's all start the revolution to add poetry into the lives and education of our students. This is an art that helps promote ideas and moves society forward.

4. Make the connections between reading and writing and writing and reading and your students will grow deeply in their literacy skills and appreciation for great literature.

5. Read on!

Friday, 05/30/2008 10:23 PM by [DAVID](#)

Samantha ([permalink](#))

Created on Wednesday, 05/28/2008 9:39 PM by [Samantha](#)

1. The chapter begins with the best writing strategies and skills. Farris says, "To be competent writers, students need ideas, organization, words, connections, and the conventions of the English language". The next section explains what narrative, poetry, expository, and persuasive writings are. Examples of narrative writings are dialogues, journals, letters and e-mails. Poetry is next explained by detailing elements of poetry and giving types of poetry. Examples of informational/expository writings are academic learning logs, autobiographies and biographies. Persuasive was explained last and was found to be the most difficult type of writing for children. Technology was briefly mentioned how it benefits writing nowadays. The final sections contain information on evaluating students writing by using portfolios, responding to the children's writings, anecdotal records and checklists, and holistic evaluation.

2. "For many students, persuasive writing is perhaps the most challenging genre of writing" (p.388). I chose this quote because I was shocked to find this true. Personally I think it is one of the easiest writings. I can see if the student cannot pick his/her own prompt then they may not have a preference on a side. But if the child is able to pick their own prompt, I would think they would feel very passionate about that topic and writing the paper should come almost effortless.

3. During class today Dr. Walker passed out the envelopes with the characters, settings and problems in them. I really enjoyed this idea. The class can still use their imagination and be as creative as they can be even though the main points were randomly chosen. Instead of wasting time over choosing these elements, they can spend more time on brainstorming about the actual story itself.

4. Passing a copy of our classmate's draft to us was very beneficial to me. I was still a little fuzzy on the directions but this made it much clearer for me. I am more of a visual learner so anything I can see or do is extremely helpful for me.

5. This may sound silly for my #5 but when Dr. Walker spoke of crossing the cursive T today I found it interesting. I have never heard of such a thing as to how you cross your T means how you're feeling. After thinking about, I guess it makes sense. I just would've never thought of that. Interesting!

Comments

1. Your summary is clear and concise. I think it will serve you as a good reminder of the various kinds of writing that should be taught.

2. I always thought narrative would be easier for students than expository but I have found from experience that one needs to focus more of practicing narrative writing. I agree with Farris, persuasive is more difficult and that is why it is frequently taught in upper elementary or in middle school. I think poetry is the most difficult, due to its abstract nature.

3. I think it is important to mix up the learning and not always be predictable in your teaching. Prompts are just one way to request students to generate writing, but is only one way.

4. Again, thanks Zoe.

5. I am pleased that ideas that I present are being pondered. Cursive needs a little life as it is such a dry skill that needs to be taught and practiced to be mastered and used.

Friday, 05/30/2008 10:17 PM by [DAVID](#)

1. Nice summary. I found this chapter to be a good refresher on the types of writing.

2. I agree. I personally don't like to write persuasive essays but it is a lot easier if I am able to pick my own prompt.

3. I also liked this activity. I'm sure it would be interesting to read some of things that the students come up with after they pick the main points.

4. I am glad we got to see what we had to do for our assignment. I too am a visual learner.

5. It was interesting that Dr. Walker brought this up. I have heard of this before. I was happy that we went over cursive writing because I don't use it much myself anymore.

Monday, 06/09/2008 7:40 PM by [Christine](#)

Post on May 28 2008 ([permalink](#))

Created on Wednesday, 05/28/2008 8:59 PM by [Jennifer](#)

- 1.) Writing can be personal, practical, or both. In narrative writing, the writer is telling of their own personal stories and/or stories they have created in their own minds. In order to teach narrative writing, teachers should share a narrative written story. Before they are writing their own stories, students can fill out a worksheet like the one found on page 359. Also, teachers can help students hone their dialogues skills, journal writing skills, and letter and email skills. Poetry is another writing process that students need help developing. Poetry should be shared with students in all of the different forms poetry comes in as well as the different elements found in poetry. Informational or Expository writings are used to satisfy a utilitarian need. Students should be exposed to all kinds of expository including academic learning logs, autobiographies, and biographies. Persuasive writing motivates the reader to do something or believe in something that the writer wants. Writers should first present an opinion, and then back that opinion up with reason to believe in it. Teachers should expose students persuasive writing and help students understand that they need to stick to the position that they are writing about. When evaluating students on their writing, teachers need to be objective and compassionate. Teachers can assess students through portfolios, anecdotal records, checklists, and holistic evaluations, which can help determine the entire classes strengths and weakness as a whole. Teachers need to make sure they are not too critical and focus on only one or two faults in the students writing at a time.
- 2.) "Positive responses should far outweigh negative comments about students' written

- work" (pg 394). I strongly believe that positive responses are just as important as negative ones. Too many teachers forget to praise students and if all students hear are the negatives; it will drastically affect their self esteem in a negative way.
- 3.) I really liked the story creation envelopes. I thought they were a great way to get students to step out of the box and create stories they wouldn't normally.
 - 4.) I am really glad that you showed us an example of the writing prompts. It helped me see what I needed to change and work on in my own writing prompts and also helped me better understand the assignment.
 - 5.) I liked how we were able to actually follow the directions on the type four writing we were editing. It helped me catch mistakes I wouldn't have otherwise.

Comments

1. Very well written summary. Lots of detail was written on each of the different types of writings which was avery nicely written.

2. I absolutely agree. In a former course we learned it is an 80%-20% ratio. You should use positive attitude 4 times more than you use negative.

3. I also wrote about the envelopes. I enjoyed them as well.

4. Again. I wrote about the examples of the assignment as well. I'm more of a visual learner and was some what confused on the directions and this helped clear up some questions I had.

5. I agree as well. I get nervous doing peer editing and having someone else look at my work, but it does help in the long-run.

Wednesday, 05/28/2008 9:45 PM by [Samantha](#)

1. Here Farris extends Collin's work and shows you the various knids of writing that you will need to explore in the first assignment - five writing prompts. A fine summary with lots of details to support your selected words.

2. Oh yes, viva la postive. Let's go wild and support the students' learning and encourage rather than discourage.

3. I love that many of you are seeing the Farris text as a usable resource for the future. I am glad that it is providing you with novel ideas to consider.

4. Thank you Zoe for your sharing.

Friday, 05/30/2008 10:08 PM by [DAVID](#)

Post on May 28 2008 ([permalink](#))Created on Wednesday, 05/28/2008 8:19 PM by [Kylie](#)

1. Chapter 9 continues with discussing writing narrative, poetry, expository, and persuasive pieces. Farris first starts off by introducing writing strategies and skills which help writers acquire mastery. An example of these skills are acquiring personal connections with an audience and transitioning from one paragraph to another or one setting to the next. This chapter goes into great depth of narrative writing, informational/ expository writing, and persuasive writing. Narrative writings are the telling of our own stories and those we imagine. Through narrative writings students are able to express their own personal beliefs, thoughts, and feelings. Narratives include dialogues, journals, letters, emails, and poetry. Informational/expository writings as focused on giving the reader information or new knowledge. They can be descriptive as in describing a person, place or thing or they can be focused on a sequence of events or steps. Another type of expository writing is cause and effects and problem and solution. Expository writings can be fiction or nonfiction and they are easier to write because they are based on facts. Expository writings include academic learning logs, autobiographies, biographies, and note taking. Persuasive writing is considered the most challenging for students. This type of writing presents ideas in order to motivate the reader to believe what the writer is saying. There are three reasons why a writer should persuade; the first is the appeal to reason, the second is the appeal to character, and the third is the appeal to emotions. To finish the chapter, Farris discusses the different methods to evaluate student writings. A few assessing strategies Farris includes are portfolios, teacher responses, anecdotal records, checklists, and holistic evaluation.
1. “Good writers show but don’t tell their readers” (p. 356). I think this quote because Farris is discussing words and word choice in a writers writing project. I think it is a play on words and makes you think about what makes up a good piece of literature and that is defiantly something that draws in a reader.
1. On page 363 Farris talks about the benefits of journals. Also, I like how she includes its negative and serious problems with a journal. A child’s well being is most important to a teacher and journals are something that can become really personal to a child. A teacher is legally bound to report any information that is revealed that can harm a child or a child’s actions.
1. I absolutely love how Farris talks about pen pals on page 364 in the text. I had a pen pal in Germany for many many years and it was a great experience and I had forgotten about those memories until Farris has mentioned it. Even if the pen pal is not in another country it can still be used in a school from high school or middle school to an elementary school.
1. On page 374 in Farris’ text, she talks about Haikus and different types of poetry. I thought this was neat because I have previous experience with Haikus in Dr. Walkers’ Fine Arts class. I think they are neat and I have seen first hand what you can do in a classroom with Haikus.

Comments

1.) Nice summary. There was a lot of information in this chapter and you did a good job narrowing it down to the main points.

2.) I agree. Also, by using descriptive words, you are making the piece much more enjoyable to read.

3.) That is a good point I never thought of about the journal.

4.) I agree. There are so many ways to use pen pals and I think that it is a great way for students to not only practice their writing but make friends with people they wouldn't have otherwise.

5.) I remember in 8th grade we had an assignment where we had to write so many poems. It was a great experience for us to experiment with all different types of poetry, including haikus.

Wednesday, 05/28/2008 9:08 PM by [Jennifer](#)

1. Your summary was very clear and understandable. You gave specific examples and reasons that showed you get the gist of the chapter.

2. I also think this is an interesting play on words concerning show and tell.

3. I like that the positive and negative aspects were addressed. Journals for the most part are a very good tool for writing and expressing for people of every age.

4. I never had a pen pal but I would love for my class to experience that. It sounds like a fun way to communicate and learn about writing and children their age in a different environment. They can learn about a different culture this way too.

5. Haikus and different types of poems are so interesting to me. I want to learn as much as I can about various forms so it is an art that can be continued to be appreciated and doesn't become a lost art.

Wednesday, 05/28/2008 9:11 PM by [Julie](#)

1, A fine summary that should help you in completing the first assignment - the five writing prompts.

2. Let's use the play on words and everything in our powers to assist students to become the best writers they can become.

3. Yes, be serious about your journals, if they are to be used they must be read in a timely manner.

4. I love your personal reflection about pen pals. They are ideal ways of proving the worth of letter writing and motivating the students by sending and receiving letters and emails back in return.

5. We will create haikus and extend the poetry learning in this class, too.

Friday, 05/30/2008 10:03 PM by [DAVID](#)

zoe ([permalink](#))

Created on Wednesday, 05/28/2008 5:44 PM by [Zoe](#)

1. Chapter 9 continues to focus on writing, specifically on narrative, poetry, expository, and persuasive types of writing. The chapter begins by looking at strategies and skills that are important in writing. To make the task of writing easier, and to become a better writer, a student must have ideas, organization, words, connections, and the conventions of the English language. The chapter has a section devoted to describing each of these areas in detail, along with giving specific examples of each. Next, the different styles of writing are discussed. *Narrative writing* is the telling of a personal story or one that is created in our minds. *Dialogues* allow students to participate in a written conversation. This type of writing is less formal and structured than the other types. *Journals* are also usually less structured, and allow children to record and react to events or ideas. *Letters and e-mails* are another type of writing that evolve from dialogue writing. Letters follow a specific format which should be taught in school. *Poetry* is probably the least taught and learned type of writing in school. It is difficult to describe poetry concisely, because of all the different types of poetry. *Informal and expository writing* aims to include information that will allow the reader to gain knowledge. Some of the other types of writing discussed in the chapter are *academic learning logs, autobiographies, biographies, and persuasive writings*. The chapter ends by discussing and giving examples of how teachers can successfully and efficiently respond to and evaluate student writing.

2. "...poetry is like stealing a piece of the world and hiding it in words...because in every poem you read, you must find the secret message, and in every poem you write, you must hide a message" (pg368-369).

I did not like this quote because I found it to be discouraging. I have never been a huge fan of poetry, because I was always worried that I would not understand it, or that my poetry would not have enough meaning. I think this quote puts a lot of pressure on the art of poetry, claiming that a hidden meaning must always be found or written.

3. I enjoyed reading about journals, because Dr. Walker's class is the first class I have used a journal in since elementary school. I think it is a great idea for any classroom. I loved the examples in this chapter, especially the journal examples. My favorite was the second grader who wrote, "If only I was rich insteduv beatifil."

4. I think that pen pals are a wonderful idea for students. I wish when I was in school we had pen pals every year, instead of just one. It is a great way to practice language arts, while learning about different people.

5. I am very happy that Dr. Walker handed out my assignment today in class, because it was very helpful to get everyone's opinions. Thanks! I hope my examples will help some of you as well!

Comments

1. Chapter 9 was alot of information and I think that you covered it well and you will be able to look back at your summary and review the chapter. I like how you included specific definitions to each type of writing.

2. I agree with you because the last thing you want to do is discourage a student from writing poetry. I think that this quote was meant to inspire and promote but I can definatly see where you are coming from.

3. Great connection. That is something I didn't think of when I was writing journals but now that you mentioned it I have formed a connection as well. I love Farris' examples as well.

4. I love the pen pal idea too. I had a pen pal in grade school and it wasn't through school but I thought it would have been neat to have a pen pal in a grade above me preparing me for what is to come.

5. I like how you claimed it because that really shows how proud you are of your work. That example was great for the rest of the class- thank you.

Wednesday, 05/28/2008 8:27 PM by [Kylie](#)

1. I like how in you chapter summary you covered the main points. You also explained a little about each one to clarify the meaning of each.

2. I have to agree with you. I did not think of it that way before I read your opinion. I also was a little timid of reading poems because I was not sure I would "find the hidden meaning."

3. I have seen the journals used in two other classes here at Bloom, and they were also successful then. It is a great way to get the students opinions and a way to have students that missed a class find out what they missed.

4. Pen pals are a fun way to teach and improve the students writing ability. When done properly the students will have fun and learn at the same time.

5. Your examples did help me a lot. I now know where to start on my assignment. Thank you for sharing you work with us, it is much appreciated

Wednesday, 05/28/2008 8:42 PM by [Lisa](#)

1. Your chapter summary should provide you with insights to assist you in completing the first assignment of the five writing prompts. Thanks for your willingness to share your first draft with the class on Wednesday.

2. Oh well, some quotes do not promote the learning. Let's just say that the quote's intent was to add a spice of mystery in the poems as one seeks to find the hidden message. Do this mean that all poems must have hidden messages within the words? No!

3. Thank you everyone who added to the positive statement related to the use of journals to promote learning for all. They are work but I feel well worth the effort.

4. I have used pen pals in several different ways that have been extremely successful with the students. One with early emails and a class in southern Australia. The next was several pen pal connections with various units in Iraq that were actually involved in combat and/or supplying the troops. Wonderful, real world learning.

5. Marvelous responses from a couple of your classmates. I thank you again. Risk takers unite and ignite the learning for us all.

Friday, 05/30/2008 9:57 PM by [DAVID](#)

Stephanie ([permalink](#))Created on Wednesday, 05/28/2008 10:35 AM by [Stephanie](#)

1. Chapter 9 focuses on four different types of writing: narrative, poetry, expository, and persuasive. Farris starts off the chapter by telling students how they can be competent writers. To be competent writers, students need ideas, organization, words, connections, and the conventions of the English language. Next, Farris begins to discuss the different purposes for writing as well as tell ways to teach each of the different writings. Narrative writing is the telling of our own personal stories and those we create in our minds. Dialogues provide a child with an opportunity to participate in a written conversation with someone else. Journals are a means by which children record events and their feelings about those events. Farris then introduces letter writing and e-mails, by showing the correct ways to write friendly and business letters and e-mails. Poetry is the next type of writing discussed. Children have many misconceptions when thinking about poetry. The chapter tells about the elements involved in poetry and the different types of poetry. Some different types of poetry are: list poems, free verse, concrete, couplets, haiku, cinquain, and diamante. The next type of writing discussed is informational/expository writing. Expository writing entails using the composing process to satisfy some utilitarian need, such as knowledge acquisition, comprehension, or concept development. Informational writing also includes academic logs, informational reports, business letters, autobiographies, biographies, and note taking. The last type of writing discussed is persuasive writing, which involves presenting ideas that motivate the reader to do something or believe something that the writer wants by first stating an opinion and then giving reasons for taking that position. The chapter later touches on how technology can aid in writing. The final portion of the chapter talks about evaluating student writing by the use of portfolios, responding to children's writing, anecdotal records and checklists, and holistic evaluation.

2."The part of the student's writing that belongs to the teacher is that of facilitator" (Pg 353). I agree with this statement, the teacher can guide the students to be better writers, but the teacher can not do it for them. Writing should all come from the student, and the teacher needs to guide them or help them if they are stuck.

3. Yesterday in class, I really liked how Dr. Walker told us to play with the tangrams, instead of telling us not to touch them. I like this approach and feel that if you allow your students to have some time to play with the items before you begin with the assignment, they are more likely to pay attention and listen to the directions. Also, it is absolutely crazy to believe that the students will actually listen to you when you tell them not to touch something that is meant to be touched and manipulated.

4. When we began to read in our one foot voices to look over our type 3 story, I felt a little silly. However, as I began reading, I really came to like the idea because you don't have all the noise in the room from other students reading as well. I feel that the students will love to do this in the classroom. Also, if you do not want people to hear your story, you can whisper soft enough, just so the echo goes to your ear and not into anyone else's ears.

5. When the book talked about student evaluation of writing, I liked how it gave real examples of students writings and how they were evaluated. It also gives different examples for the evaluation types. This helps a great deal because as we learn to become teachers, we can gather a variety of ways to evaluate students writing that will help us as we become teachers later on.

Comments

1. there was alot of information in this chapter and you were able to cover all of it really well. I thought your summary was very informative and also straightforward, you didn't skip over anything- nice job.

2. That is true, I think children have trouble writing sometimes because the topic they are forced to write about is something that doesn't interest them or either the teacher tries to control the assignment limiting a student's creativity and motivation to write.

3. Yes this was very good modeling of classroom management, there is no way children can be expected to be given something new they have never seen and not touch it. The way Dr. Walker allows students to play with the manipulatives first is a real time saver in the long run.

4. I was really surprised at how much this activity helped me, I could really hear myself loud and clear but not anyone else in the room. The strong voice in my ear really helped me focus on my own work, i tend to get very distracted from background noises.

5. Yeah I always like when texts provide classroom examples, the author can throw as many theories at me as he wants but unless there is a concrete real world examples that I can relate to chances are I am not going to remember what I read.

Wednesday, 05/28/2008 11:10 AM by [Larissa](#)

1. A most thorough summary of chapter 9. This information should provide you with everything that your need to fulfill the five writing prompt assignment.

2. Yes, let's see ourselves as "Guides on the side, rather than sages on the stage." The quote is not my words, but from an unknown educator.

3. Thank you for the positive feedback on my proven teaching technique related to manipulatives and the need for people to play first and work later.

4. Whisper away, just review your work orally and you will be pleased with the results. Require your students to use the one-foot voice and their writings will forever be changed for the better.

5. I agree with you and Larissa, we all learn best from examples. Remember this and incorporate examples in your own lessons. The second assignment requires you to write anchor papers which in reality are examples that you may provide to your students.

Friday, 05/30/2008 9:48 PM by [DAVID](#)

[larissa \(permalink\)](#)

Created on Tuesday, 05/27/2008 8:57 PM by [Larissa](#)

1. Chapter 9 continues with writing and opens with a list and description of the skills that are necessary for any student to become a competent writer. Farris identifies ideas as the source of a student's writing and clearly essential. Organization is what holds a student's ideas together. Words and choosing a wide variety of vocabulary creates pictures in the student's writing, mini lessons will be helpful in helping students differentiate between nouns, adjectives, "to be" verbs, etc. Writers need to be able to make connections to their work whether it be personal, a text-to-text connection, or to the world. Finally, conventions are a tool of any proficient writer and specific skills and understanding in grammar and punctuation will enhance this skill. Farris transitions in the chapter and begins discussing the different types of writing a student will participate in throughout their education. Narrative writing is the telling of personal stories and are self-created, through these writings students are invited to share personal thoughts and ideas. Dialogues create a way for students to have written conversations, they are informal and unstructured and become a two-way diary system. This type of writing has been found to be especially motivating at the beginning of a school year, and also for struggling students in general. Journals are another outlet for student writing and are also unstructured and informal writing opportunities. Journals should be collected and read on a daily basis, but as they are private confidentiality should be maintained between teacher and student. Letters and e-mails are the more structured style of correspondence and are best taught through teacher modeling. Farris talks in length about poetry and its role in

the classroom as an important type of writing students, due to their lack of experience with this genre, have many misconceptions about. Children often believe that poetry must rhyme, all poetry is beautiful, and that the writing is simply descriptive with no meaning. There exists a plethora of poetry styles from list poems, to eloquent cinquains that when used in the classroom accompanied with interesting topics can be very enlightening for children. Informational or expository writing is the writing style where students are asked to compose something that requires knowledge of a subject and there are many ways that Farris gives as a way of styling an expository assignment. Academic learning logs in particular are a way for students to write expositoryly and will be cross-curricular, they are interpretive journals in which children explain a topic or concept. Autobiographies, biographies and the research and note-taking that goes along with these writing assignments is described as well in chapter nine. The final type of writing students are commonly engaged in also the most difficult for children to master, persuasive writing calls for the writer to convince their audience of something either through reason (factual information), character (credible ideas) or through emotion (reader's emotions). Farris finishes his chapter with a discussion on the importance of assessment of student's writing as an ongoing process with both formal and informal assessments. Portfolio implementation, anecdotal records and checklists, and holistic scoring with a team of teachers are all discussed as potential ways of responding to student work.

2. "...Some may rely on television shows or movies for characters and plots in their narrative writing. Such writing may transpire into "blood and guts" writing by the end of second grade as they describe the gory details of stabbings and beatings they create in their stories" (p. 355). I chose this particular quote because I remember talking about television's influence on children in another literature course. I have never considered its effective on the type of writing you may receive from students, television viewing statistics are at an alarming level and its a shame that it is not only impeding childrens selection of quality literature but also beginning to creep into their writing as well.

3. I liked that Farris included such a large section on poetry, including titles of poetry that may provide inspiration for the classroom. After today's class and the discussion we had on the importance of poetry and its rightful place in the classroom being denied because of teachers disinterest or misunderstanding of the genre it was nice to see it being thoughtfully described and rightfully placed in the chapter with writing.

4. I thought the very small section on technology with writing was slightly outdated, atleast the grasp of how technology can be integrated into the classroom was. I'm glad there was an attempt at describing the importance of technology, because it is, but the description of the CD-rom in particular seemed out of place in the text and out of date in its usage in the classroom.

5. I thought this chapter in particular did an excellent job of including potential works of literature that can be used to introduce the types of writing in the classroom. In particular, the Tomi DePaula's autobiography *Fairmount Avenue* gave me ideas for lesson ideas for a writing assignment because I am such a fan of his work. Also, the idea of introducing a writing concept or assignment through quality literature is always beneficial.

Comments

1. Your summary is quite masterful with the significant points underlined for easy reading. I love how we are all learning so much about this difficult-to-teach skill of writing. The texts are doing a fine job showing us the big picture that we need to breakdown into smaller more palatable chunks and teach our students to master.

2. We must be guardians of inappropriate topics such as violence or themes that are too mature for a student's age-level. Often, teacher can uncover abusive situations and help students out of horrors that they should not have to encounter. I have asked competent guidance counselors, on rare occasions, to read and discuss student writings. Most of the time the material was promoting violence and I wanted to be sure that the child knew people were listening and if he/she had something to share there were adults who cared, who were concerned, and were willing to help if need arose.

3. Expose all to all the different genres of writing. Never let your personal opinions get in the way of your instruction. Promote all for all and your students will be richer for it.

4. Unfortunately, it is extremely difficult for texts to remain cutting edge, especially with technology. Our tech-world is developing so fast. This text, as well as all of the texts that I use, is current as possible.

5. The reading connection to writing and the writing connection to reading must be demonstrated to students. This is significant in seeing how these two subject work in tandem and fuel each other.

Wednesday, 05/28/2008 10:36 AM by [DAVID](#)
