

Courageous Hunters
 Horses were important to them
 Extra careful
 Young babies were carried on a cradle board.
 Environmentalists
 Native Americans
 Nature respecters
 Ended up living on reservations...

by Matt




FIGURE 8.5. Webs and poetry writing have a place in social studies.

ings of characters in *How Many Days to America?* by Eve Bunting (1988), and *Molly's Pilgrim*, by Barbara Cohen (1998).

Today, expository writing is used in math class, a content area traditionally ruled by numbers. Gordon and Macinnis (1993) use dialogue journals in math to add a personal dimension to learning and provide "a window on students' thinking." Colleen regularly asks her eighth graders to write to her in their journals about what they enjoy and what gives them trouble (see Figure 8.8). Colleen also has students explain answers to incorrect test items for extra credit. This kind of expository writing lets

Resource Take a trip to Mexico

| resource | food | people | dress | education | houses |
|-----------------------|--|---|--|---|--|
| Take a trip to Mexico | p. 8 Tortillas maize COCOA Coffee bananas bread, popcornes. | p. 22 Many Mexicans are poor Of every 100 people In Mexico 55 are mixed race (Indians and Spaniards) | p. Indians often wear glittering traditional costumes on the Day of Our Lady of Guadalupe | p. 20 Mexicans believe that education is extremely important. Some kids can not attend school. | p. 22 They live in wooden huts with earth floors. |

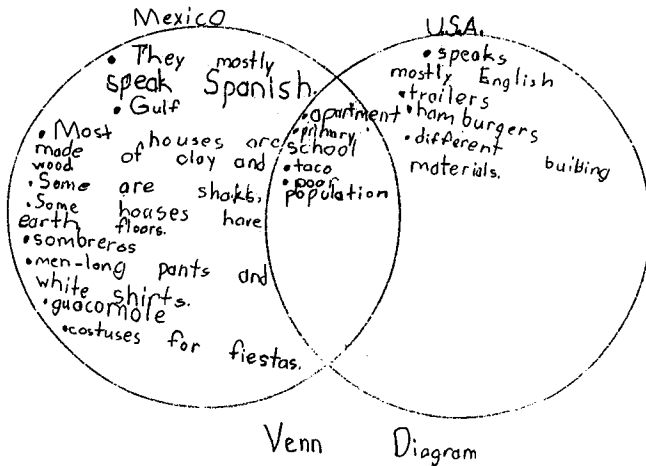


FIGURE 8.6. Second graders use graphic organizers to aid their research and expository writing about Mexico.

her see students' reasoning, so she can reteach a concept, if necessary. For Colleen, writing is an assessment tool that shows math learning and misconceptions (see Figure 8.8).

Teachers of younger students use expository writing with math journals. Venita says that journals help her second graders clarify, extend, and document their thinking to show the results of research with their classmates (see Figure 8.9). Venita encourages her students to draw pictures to help them figure out problems and write their own problems as well. Sarah's third graders explain their computations to demonstrate

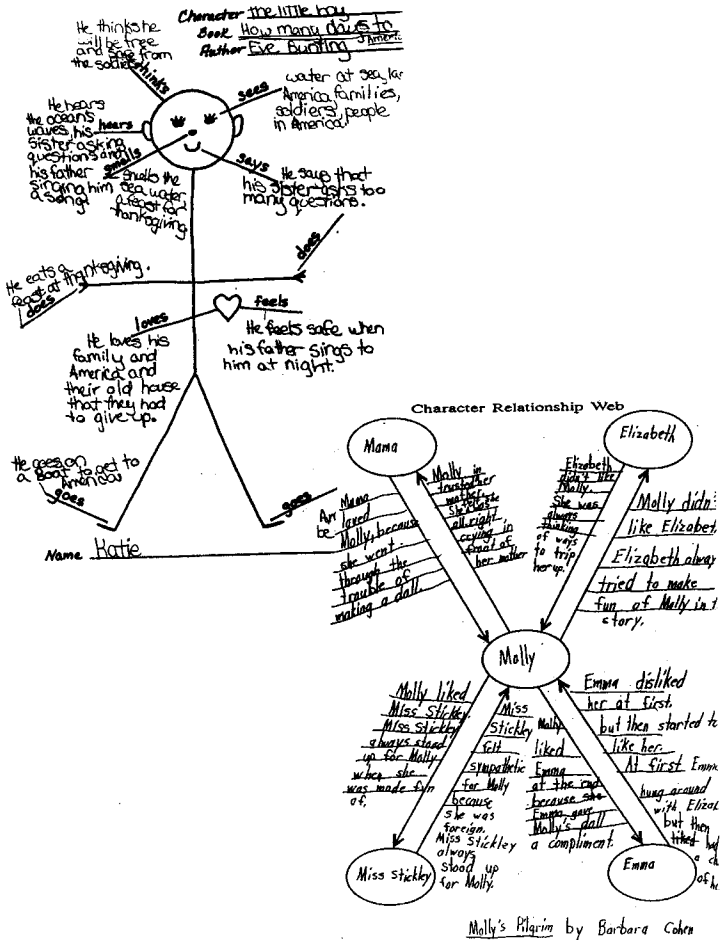
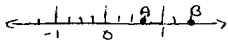


FIGURE 8.7. Graphic organizers help students gain insight into characters and their relationships.

understanding of a concept. From Kyle’s expository writing, Sarah knows that he can teach long division to another student (see Figure 8.9).

IMPLICATIONS FOR FUTURE RESEARCH

The guidelines presented in this chapter and the classroom practices you have read about can help you frame a writing program that is based on theory and research. Blending both process and product approaches builds fluency, competence, and independence. A balanced approach

- Amy Corrections - Chap 7 12/11
3. 
- The answers are: Point A $\frac{3}{4}$ or 0.75, Point B $1\frac{1}{2}$ or 1.5. I forgot the second point (B). I need to be more careful with what the question asks. (2)
4. The opposites of $\frac{4}{7}$ are: $-\frac{4}{7}$, $\frac{4}{7}$, $\frac{4}{7}$
 I forgot how you could name the opposites. I have to pay closer attention in class. (2)

I enjoy math. But I have some trouble with division and multiplication and rounding. What I want to learn what we have not learned yet is long division. Sometimes I don't like math much when we have to do lots of problems. But I like it when we do flash cards. I don't like math problems sometimes because I don't understand them. Sometimes it's easy when we add and subtract.

David

FIGURE 8.8. Math journal entries show students' math learning and misconceptions.

develops writers who enjoy and learn from writing as they write well in a range of forms, for a variety of purposes and audiences.

Writing instruction will undoubtedly change with findings from research and shifts in what it means to be literate. Accountability, mandates, assessment, technology, and the requirements of workplace literacy will undoubtedly continue to impact writing and how it is taught in schools. But research is needed to discover what the best balanced instruction looks like for students of different gender, cultural and ethnic backgrounds; ESL students; and students with learning disabilities and literacy difficulties.

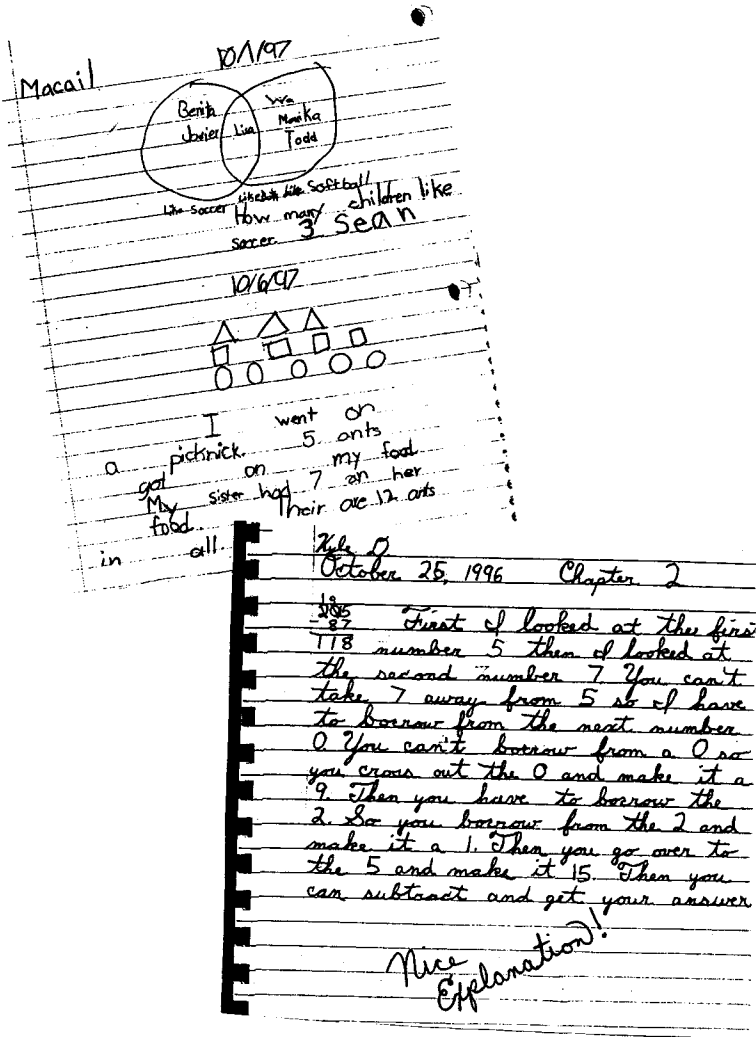


FIGURE 8.9. Entries in second- and fourth-grade journals show students' conceptual understandings.

DISCUSSION AND ACTIVITIES

1. Plato, one of the first great Greek writers, thought writing led to the deterioration of memory (Gee, 1996). He felt that writing discouraged people from speech that showed real learning, because the listener could ask "What do you mean?" and get a response. Socrates agreed, saying that

writing was open to inaccurate interpretations and was thus a dangerous endeavor. If you were debating them, what would your arguments be in favor of writing?

2. Create a rubric for the persuasive writing piece in Figure 8.4. How and why would you suggest making it, or one like it, with students in a real classroom?
3. Obtain a copy of *Craft Lessons: Teaching Writing K–8* by Ralph Fletcher and Joann Portalupi (1998; York, ME: Stenhouse) or *Nonfiction Craft Lessons: Teaching Information Writing K–8* by Joann Portalupi and Ralph Fletcher (2001; York, ME: Stenhouse). Review the lessons and determine whether the authors subscribe to a process, product, or balanced approach to teaching writing. Choose a lesson and teach it to a group of students. Evaluate the outcomes of the lesson, the students' response, and your delivery.
4. Visit the websites for writers found in Table 8.1 and use the criteria for evaluating websites discussed in this chapter. For what age/grade levels are they appropriate, and how effective do you think they would be in support of a classroom writing program?
5. Interview a reading teacher to find out his or her responsibilities in promoting effective writing instruction in his or her school. What is his or her background? Training? How does he or she assist teachers in teaching writing?
6. Visit readingonline.org and bookmark this electronic journal of the International Reading Association on your computer. Which articles show how teachers integrate reading and writing instruction? Which articles deal with some aspect of the writing process?

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