

Chapter 2: Teaching the Reading and Writing Processes

I: Overview

The goal of both reading and writing is to construct meaning. Chapter 2 examines the bond between these two processes and the ways in which effective teachers guide students in the reading and writing processes.

Chapter 2 Objectives

After reading chapter 2, students should be able to:

- 1 Name and describe the stages in the reading process.
- 2 Name and describe the stages in the writing process.
- 3 Describe the ways in which the reading and writing processes are similar.
- 4 Describe the ways in which teachers use the reading and writing processes in effective literacy instruction.

Chapter 2 Outline

Vignette: Mrs. Goodman's Students Read *The Giver*

Introduction

THE READING PROCESS

- Stage 1: Prereading
- Stage 2: Reading
- Stage 3: Responding
- Stage 4: Exploring
- Stage 5: Applying

THE WRITING PROCESS

- Stage 1: Prewriting
- Stage 2: Drafting
- Stage 3: Revising
- Stage 4: Editing
- Stage 5: Publishing
- The Writer's Craft

READING AND WRITING ARE RECIPROCAL PROCESSES

- Comparing the Two Processes
- Classroom Connections
- Literacy Strategies

Review

II. Teaching Suggestions

Preview Questions

Chapter 2 addresses the relationship between reading and writing. As the class begins a study of chapter 2, encourage the students to discuss the questions below.

1. Ask the college students to consider and discuss the following statement found in chapter two: *Reading is a constructive process of creating meaning that involves the reader, the text, and the purpose within social and cultural contexts. The goal is*

comprehension, understanding the text and being able to use it for the intended purpose.

2. Writing evokes strong feelings. Among your college students you will find some who enjoy writing, keep a journal, and share poems and stories with friends. There may be others who feel inadequate as writers and do not enjoy the process. Begin the study of chapter 2 by inviting your students to share their feelings on writing. Ask your college students to discuss the questions below.
 - Do you keep a diary or journal? When do you write?
 - Why is it important for writers to read a wide variety of literature?

Focus Questions

Pre-service teachers should consider the questions below as they read chapter 2.

1. What are the stages in the reading process?
2. What are the stages in the writing process?
3. How are the two processes alike?

Class Activities

1. **Read Alouds** New teachers often minimize the importance and benefits of reading aloud to students who are able to read independently. By reading aloud, however, teachers provide their students with a fluent model of oral reading and build listening skills and vocabulary. Bring a selection of children's trade books to your college classroom. Ask your college students to work in groups to examine the books and prepare a read aloud activity. How would they introduce the book to an elementary class? Which vocabulary words would they discuss during the prereading stage? How could the children respond to the story? Provide time for each group to share their read aloud activity with the entire class.
2. **The Writing Process** Bring rough drafts of stories written by elementary students to the college classroom. Ask the college students to work in groups to examine the writing samples. After examining the samples, challenge the college students to determine the needs of the writers. What type of instruction would the college students suggest to help the young writers improve their skills?

After Class Activities

Reading Logs

Ask your college students to visit elementary classrooms in which the students keep reading logs. Encourage the college students to examine the reading logs to gain an understanding of student responses at varying grade levels. Provide time for your students to discuss their findings in the college classroom.

Buddy Reading

Buddy Reading can be successful when the teacher has prepared the students and when the children have been paired appropriately. Ask your college students to interview an elementary teacher who uses buddy reading in his/her classroom. During the interview, the college students should ask the teacher how he/she pairs the children and prepares them to read together. If possible, the college student should observe in the classroom when the children are reading together. Provide time for the college students to discuss their classroom visits.

III. Resources

Related Readings

Encourage students to explore the topics presented in chapter 2 in more depth by reading the professional literature listed below.

Cornett, C. (2003). *Creating meaning through literature and the arts*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Slaughter, J.P. (1993). *Beyond storybooks: Young children and the shared book experience*. Newark, DE: International Reading Association.

Online Resources

International Reading Association (IRA)

The website of the International Reading Association provides current, accurate information for literacy professionals. The site has links to research, professional development opportunities, and fact sheets. <http://www.reading.org>

National Council of Teachers of English (NCTE)

Teachers can find grant opportunities and news related to literacy instruction by visiting the website of the National Council of Teachers of English. <http://www.ncte.org/elem>

Read Write Think

The Read Write Think website provides peer-reviewed, standards-based lesson plans and free resources for teachers of students in kindergarten to grade 12. This site is maintained by the International Reading Association and the National Council of Teachers of English. <http://www.readwritethink.org>

Chapter 2: The Reading and Writing Processes

Multiple Choice Items

1. The second grade class read a book about games usually played at children's birthday parties. Juan, who had recently moved to the United States, became very confused and asked why anyone would pin a tale on a donkey. The teacher then realized that Juan would have difficulty reading the birthday text primarily because he lacked the necessary:

- a) phonemic awareness
- b) vocabulary
- c) background knowledge
- d) fluency

2. When children participate in literature circles:

- a) teachers set the purposes for reading
- b) students set their own purposes for reading
- c) basal readers are used as supplementary texts
- d) teachers assign a text for each child

3. During guided reading, students should read books at their:

- a) independent level
- b) instructional level
- c) frustration level
- d) listening level

4. Shared reading differs from reading aloud to students primarily because during shared reading:

- a) students read the entire text aloud
- b) the teacher reads the entire text aloud
- c) students see the text as the teacher reads aloud
- d) expository texts are read aloud

5. The primary purpose of a Grand Conversation is to:

- a) test students' understanding of a text
- b) clarify and deepen students' understanding of a text
- c) motivate students to read expository texts
- d) develop socialization and speaking skills

6. Six-year-old Danny proudly read a list of words with no hesitation. Danny's automatic response indicated that in this situation, he was most likely using a:

- a) comprehension strategy
- b) word learning strategy
- c) decoding skill
- d) study skill

7. Of the following, the best way for teachers to help their students understand and use comprehension strategies is for the teacher to:

- a) monitor students as they complete worksheets collaboratively
- b) ask parents to monitor their children's homework
- c) model comprehension strategies as they read aloud to the class
- d) encourage the students to engage in buddy reading

8. A new teacher attended a workshop on the Writing Process in which she was correctly told that:

- a) students must write with a partner
- b) students always follow the steps in the same sequence
- c) the process should only be used with expository texts
- d) the process involves recurring cycles

9. When engaged in the writing process, students focus upon mechanics such as capitalization, punctuation, and spelling when they reach the:

- a) prewriting stage
- b) drafting stage
- c) revising stage
- d) editing stage

10. Of the following, the best way to assess the quality of students' writing is to use a:

- a) running record
- b) miscue analysis
- c) rubric
- d) repetend

11. Third grade teacher Eileen Baker relies upon research findings to guide her instruction. Research suggests that students' reading and writing ability shows the most improvement when:

- a) reading and writing instruction are integrated
- b) reading and writing strategies are taught separately
- c) reading instruction precedes writing instruction
- d) writing instruction precedes reading instruction

12. A second grade student wrote a paragraph in which she varied the length of her sentences to express action. Her classmates applauded the flow of her writing when she read the story aloud. The work of this young writer showed that she:

- a) selected unusual words
- b) has developed sentence fluency
- c) has mastered the mechanics of writing
- d) thoroughly researched her subject

13. Every day first grade teacher Mary Tomlin works with a small group of students who are reading at the same level. She selects a book at their instructional level and helps the children apply strategies as they read. This teacher is using the instructional technique known as:

- a) guided reading
- b) buddy reading
- c) echo reading
- d) sustained silent reading

14. Sixth grade teacher Kate Kane finds that the struggling readers in her class don't understand the ways in which more capable readers apply reading strategies. The principal wisely advised that the best way to help the students become more thoughtful, strategic readers would be for the teacher to:

- a) talk with parents to explain the importance of skills based instruction
- b) encourage her students to read to the first grade students
- c) use a think-aloud to demonstrate the thought processes that more capable readers use
- d) invite guest readers to visit the classroom

15. Problem-solving tactics that students apply as they read are known as:

- a) basals
- b) rubrics
- c) skills
- d) strategies

16. When her students are engaged in the prewriting stage, fifth grade teacher Betty McIntyre encourages them to draw because drawing often:

- a) helps students organize their ideas
- b) helps children work together
- c) leads to improved spelling
- d) makes their texts longer

17. It is most appropriate for students to seek and receive feedback on their writing during the:

- a) prewriting stage
- b) drafting stage
- c) revising stage
- d) publishing stage

18. Proofreading should be taught:

- a) as early as first grade
- b) when students reach middle school
- c) only to students who are reading on grade level
- d) only to students who have developed sentence fluency

19. To help students focus upon particular types of errors in their writing, many teachers provide:

- a) editing checklists
- b) miscue analyses
- c) informal reading inventories
- d) response journals

20. Students most often set their own purposes for reading when they are given time for:

- a) guided reading
- b) independent reading
- c) echo reading
- d) shared reading

21. The most authentic type of reading is:

- a) independent reading
- b) oral reading
- c) echo reading
- d) guided reading

22. During shared reading, children should:

- a) be reminded to remain silent as the teacher reads
- b) read books at their independent level
- c) be invited to join in the reading of predictable refrains and rhyming words
- d) listen to the teacher read and not be distracted by the text

23. Of the following, the best way to help students understand a comprehension strategy would be to:

- a) assign additional homework
- b) administer daily quizzes
- c) ask students to read with a partner
- d) teach a minilesson on strategy use

24. When students engage in grand conversations, the teacher should:

- a) act as a participant rather than the leader
- b) lead the discussion
- c) use a rubric to assign participation grades
- d) group the students by ability level

25. During periods of shared reading, teachers should:

- a) refrain from showing the text to all students
- b) ask the most capable readers to read orally
- c) insist that every student read orally
- d) encourage students to join in the reading when they feel comfortable

Essay Questions

1. Although the teacher felt that Susan would enjoy discussing the novel, *Esperanza Rising*, with her classmates, the student was not able to read that chapter book independently. What steps could the teacher take to enable Susan to enjoy this novel with her classmates?

2. When a parent asked why the teacher conducted daily read alouds in a fourth grade classroom, the principal responded that reading aloud is beneficial for students of all ages. What are the benefits of reading aloud to older students?

3. A group of second grade students have been engaged in the writing process and they have reached the publishing stage. List three ways in which students could share their writing with a larger audience.

Chapter 2 Answer Key for Multiple Choice Items

1. c	6. b	11. a	16. a	21. a
2. b	7. c	12. b	17. c	22. c
3. b	8. d	13. a	18. a	23. d
4. c	9. d	14. c	19. a	24. a
5. b	10. c	15. d	20. b	25. d

Chapter 2 Answer Key for Essay Questions

1. Although the teacher felt that Susan would enjoy discussing the novel, *Esperanza Rising*, with her classmates, the student was not able to read that chapter book independently. What steps could the teacher take to enable Susan to enjoy this novel with her classmates?

The teacher could suggest that Susan and another classmate engage in Buddy Reading. Buddy reading is an enjoyable social activity that enables students to discuss books that they may not be able to read independently. Buddy reading is a good alternative to independent reading, and by working together, students are often able to figure out unfamiliar words and confusing situations.

2. When a parent asked why the teacher conducted daily read alouds in a fourth grade classroom, the principal responded that reading aloud is beneficial for students of all ages. What are the benefits of reading aloud to older students?

Read-alouds are an important component of literacy instruction at all grade levels, not just for young children who can't read many books on their own. There are many benefits of reading aloud: introducing vocabulary, modeling comprehension strategies, and increasing students' motivation. As they read aloud, teachers engage students in activities rather than postponing student-involvement until after reading. When teachers read aloud, they model what good readers do and how good readers use reading strategies.

3. A group of second grade students have been engaged in the writing process and they have reached the publishing stage. List three ways in which students could share their writing with a larger audience.

Students can share their writing by:

- Making books
- Constructing mobiles
- Reading aloud to classmates, family members, and members of the community
- Making an audiotape for the school or community library
- Contributing to a class anthology
- Submitting to a newspaper
- Displaying their writing in community areas such as a library, municipal hall or recreation center