

7 February 2008

Journal Entry #1
Chapter Two: Teaching the Reading and Writing Processes

Dear Heather,

Chapter two, "Teaching the Reading and Writing Process," discussed the approach of compressing reading and writing into a balanced program (page 47.) It discusses the components of the Reading Process which includes pre-reading, reading, responding, exploring, and applying (page 48.) The chapter then goes on to break each of these components into different sections which go into greater detail about the steps themselves. The chapter also discusses the five types of reading: independent, buddy, guided, shared, and reading aloud to students (page 54.) Continuing in the second half of the chapter, it discusses the features of the writing process: pre-write, draft, revising, editing, and publishing (page 60.) Finally, the chapter defines the qualities of good writing (page 69.) This chapter gives a quick insight to balanced reading and writing with details about the different components of each.

As I read chapter two, I was able to observe a personal connection to two sections of this chapter with past experiences with my education. The first connection that I could make dealt with the pre-reading section. Throughout my educational experience, I have had two teachers who really helped me with my reading experiences within their classrooms by doing an excellent job of giving a good pre-reading "experience." My fourth grade teacher and my senior English teacher always made a point to practice pre-reading. They would give a quick overview of the book but would always make the book sound exciting before I ever read a page. The students were able to gain background knowledge about the particular book and it's topics. The second connection which comes with the information in this chapter relates to the book "The Giver." This was a book assigned to me by my teacher. My class was involved in several of the same types of assignments which were mentioned in the chapter. This book could connect to many different activities within each classroom. I enjoyed recalling memories of that book and the connecting assignments.

While reading chapter two, I was also able to find a professional connection. While I was involved in a placement, I observed the responding element of the reading process taking place within a classroom setting. The students read a book that had been assigned by the teacher. Each student would read a certain amount of assigned chapters. When they returned to class the following day, those chapters were discussed among the students and teacher. Following the group discussion, the students were asked to do a quick writing response in the form of a short poem. They were given twenty minutes to produce a piece related to the book. I was able to hear these writings. I enjoyed this activity and will probably use it within my classroom.

When reflecting on this chapter, I found the information very useful. I

also found that I knew most of the information in some small way through my past experiences. I agreed with the writing process steps and how they were presented. I found that the chapter did not emphasize the issue of round robin reading to be negative in a classroom setting. This is concerning to me, because I feel that this should be strongly cautioned especially in a new text book. My suggestion would be to emphasize this strong in a negative way in order to prevent more usage of this negative process.

Your student,
Jenny Stiffler