

## Teaching and Grading Descriptive Writing (II)

Carolyn Wang

### Introduction

The main purpose of this teaching plan is to introduce students to descriptive texture and help them develop descriptive writing, which includes the description of people, objects, and places. First of all, students will be acquainted with all the elements of description. By means of the designed charts and graphic organizers, they will be guided to write sentences, short passages and, eventually, whole compositions, using graphic organizers to form their outlines. Hopefully, they will learn to cultivate their own outline ideas by drawing graphic organizers and then, in a systematic way, write their own descriptive compositions.

In our descriptive writing, how can we make readers understand or appreciate what we have experienced as if they themselves had experienced it? The key is to make use of sensory details to appeal to readers' emotions. By offering details that readers can see, hear, smell or even touch in their imagination, we can make our descriptive writing more interesting, and present clearer and more vivid pictures. The power and charm of description should never be underestimated. In fact, description is an integral part of our everyday world, being found in such diverse fields as scientific explanations, literature, and advertising. Most importantly, it is a basic rhetorical pattern, which is often infused into other kinds of writing. Thus, we rarely find a "pure" or "typical" descriptive article. We hope that with the help of these materials, students can learn the skills of description and apply them to their writing. We also hope they will learn to combine them with narration, with which descriptive writing is often blended.

The selected reading, "Chiufen," is a combination of description and narration. In the first paragraph, the author describes the geographical environment of Chiufen, its function for a busy modern person, how a visitor may feel about its view and atmosphere, and the way of life of its residents. There are many concrete examples that are intended to draw the attention of readers, and these can be discussed and discovered by students. Following this, there is a narrative account of Chiufen's history. However, in narrating

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*Lesson Design for Differentiated Instruction, Grades 4-9* Kathy Tuchman Glass, 2009-01-14 Discover how effective differentiated instruction can support your students individual learning needs Designed for middle level teachers who may not be experienced in differentiating instruction this book provides step by step guidance for creating comprehensive meaningful lessons in language arts math science and social studies The author helps teachers develop confidence and expertise through a wide range of

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work and significantly extend our understandings of the importance of writing in developing learners literacy and the roles of writing in teaching and learning processes This book is organized around themes central to Steve Graham s work including theories and models of writing effective instructional methods in teaching writing surveys on teaching and learning writing and systematic review studies on writing Apart from regular chapters the book also features personal and scholarly reflections revealing the powerful ways in which Steve Graham s work has influenced our thinking in the field of writing research and continues to open up new avenues for future research endeavors

**Informal Assessment and Instruction in Written Language** Nancy Mather,Rhia Roberts,1995 **Report** Seattle Public Schools,1893 Narrative as Writing and Literacy Pedagogy for Preservice Elementary Teachers Nancy A. Wasser,2021-08-16 I just cannot write or I am not a good writer are familiar complaints from students in academia Many of them claim they cannot express themselves clearly in written text and their lack of this skill impedes them in their academic career In this book Nancy A Wasser argues that teachers can help solve this when they start viewing writing not as secondary to reading but as the equally important side of the same coin Those who cannot read will not be able to write Wasser explains how teaching and regular practicing of writing skills from an early age onwards helps children grow into students who are self aware of their voices By employing narrative as a process of learning to write and a way to read teachers can teach children the art of writing while also making children more aware of their own constructions of narrative Combining the focus on individual and group expression in writing lessons students can trace and reflect on their own life transformations through their writing process Good writers are not born that way but made through effort and practice Changes in curriculum may not only lead to better expressed citizens but also to more balance between teacher and children voices Annual Report of the Board of Education of the City of La Crosse La Crosse (Wis.). Board of Education,1891 **New York Teachers' Monographs** ,1898 **(section IV, pt. 1) Education. P.P. Claxton, chairman** ,1917 *Teaching Beginning Writers* David L. Coker,Kristen D. Ritchey,2015-04-02 An essential how to primer this book examines the process of learning to write and shares evidence based instructional strategies for the primary grades With an emphasis on explicit instruction and scaffolding students learning the authors explain when and how to teach handwriting spelling foundational skills such as sentence formation and editing and composition in specific genres They present clear cut techniques for assessment differentiation and supporting struggling writers The Common Core State Standards CCSS for Writing are used as a framework for setting instructional goals Reproducible assessment forms checklists and rubrics are provided purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size *Crafting Writers, K-6* Elizabeth Hale,2008 How do we teach elementary students to independently use the different elements of craft that are discussed and taught in lessons We begin by honoring the reality that terms like voice sentence fluency and writing with detail are descriptions of where we want our students to be not next steps on how to reach those goals In *Crafting Writers K 6*

Elizabeth Hale shows us how to identify specific elements of craft when assessing student work and planning instruction and use them to teach students the specific craft techniques that will move them forward as writers Liz offers practical information that teachers can use immediately in their classrooms She also presents a concrete process for noticing craft in writing so teachers can develop and plan craft lessons based on their students writing Learning the techniques that make up good writing also allows teachers to see craft in many different levels of writing a skill that is particularly powerful when conferring with below grade level writers Additional chapters look closely at assessment and classroom management practices like group conferring Most of us know good writing when we read it but writing teachers need to know what makes it work Filled with easy to use charts and practical lessons Crafting Writers K 6 provides clear insight into identifying and teaching the small elements that make good writing successful

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## Teaching And Grading Descriptive Writing Ii Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has be much more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Teaching And Grading Descriptive Writing Ii**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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