

ENGLISH III

END-OF-COURSE



Teaching Expository Writing in High School

(excerpted from EOCS III: Standards, Instruction, and Assessment)



Instructional Strategies for Expository Text

- Increasing students' vocabulary and reading comprehension through before-reading strategies
- Analyzing and evaluating text critically through interactive reading strategies
- Writing analytical and persuasive essays
- Improving writing through rubrics within a peer-conferencing framework



Active, Metacognitive, Strategic Readers

- Help students overcome reading first and thinking afterward.
- Foster rereading and self-monitoring of understanding.
- Promote critical thinking (i.e., analysis and evaluation) about what students read.
- Improve students' reading comprehension.
- Teach students to transfer and apply strategies when writing similar types of text.



Reading-Writing Connection

- Applying knowledge about reading expository texts to writing is a reciprocal process.
- Analytical reading translates to analytical writing.
- The knowledge of how different authors use organizational structure; create relationships among ideas; and incorporate their own style, tone, voice, syntax, and language and word choice provides myriad models for students to emulate as they write.



Strategy Instruction

- Introduce reading and writing strategies through modeling:
 - Explicitly describe the strategy.
 - Tell why it is important and when it should be used.
 - “Think aloud” to demonstrate each step of the strategy while reading or writing expository text.
- Provide guidance and support as students begin to apply the strategy to their own reading and writing.



Prereading Strategies

Quick-Writing

Surveying Text

Introducing
Concepts and
Vocabulary

Making
Predictions

Brainstorming



Prereading Strategy Instruction



Handout 7

- Read the strategies on the handout.
- With a partner, discuss the following:
 - Which prereading strategies do you already include in your English classes?
 - How have you used modeling to introduce these strategies?



Prereading Strategy Practice



**Handouts
7, 8, and 9**

- Locate the sample reading selection on Handout 8.
- With a partner, do the following:
 - Select two prereading strategies from Handout 7.
 - Practice one strategy at a time, using the sample reading selection.
 - Record your work on Handout 9.
- On your own, read the sample selection.



Discussion: Prereading Strategies

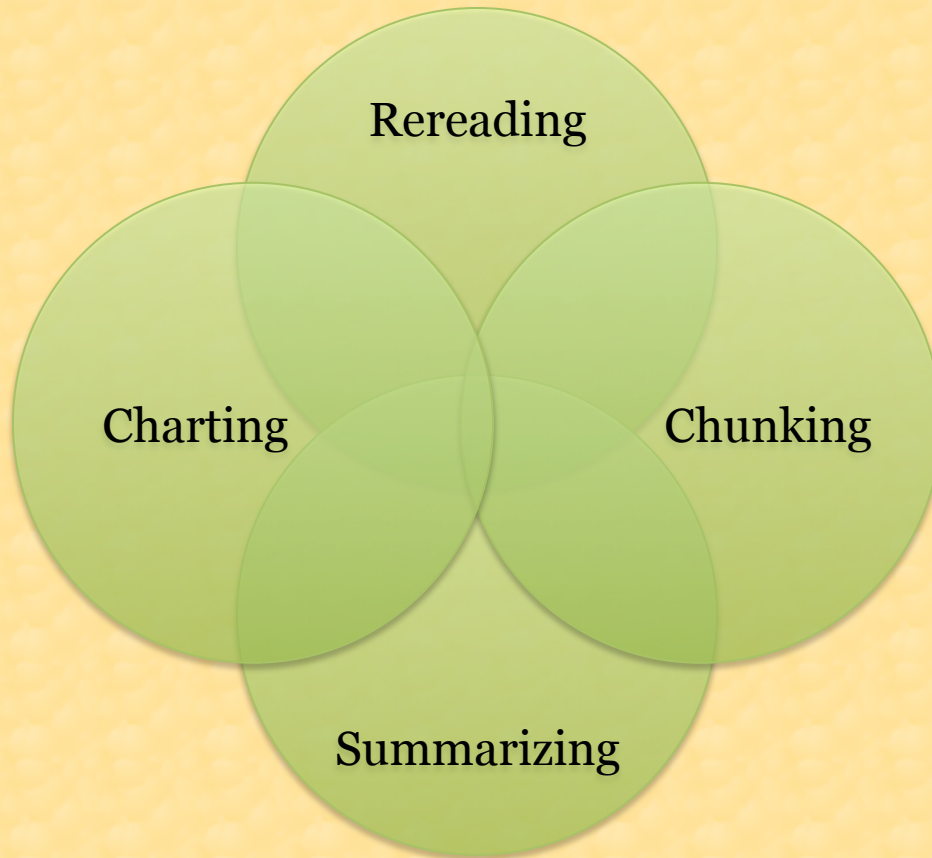
1. Do you see a reading-writing connection?
2. Are these prereading strategies comparable to prewriting strategies?
3. How would consistently using these strategies before reading expository texts help students to become better writers?
4. How could you teach students to select which strategy to use, based on the text?



Interactive Reading Strategies



Handout 10





Interactive Reading Strategy

Practice: Chunking



**Handouts
8 and 10**

- Step 1: Determine where the introduction ends and mark the spot with a sticky note or by drawing a line across the page. Ask the following questions:
 - Does the introduction end after the first paragraph?
 - Does the introduction have several paragraphs?
 - How do you know?
- Step 2: Determine where the conclusion begins and mark the spot with a sticky note or by drawing a line across the page. Ask the following questions:
 - Does the conclusion begin with the last paragraph?
 - Does the conclusion have several paragraphs?
 - How do you know?



Interactive Reading Strategy Practice: Chunking (cont.)

- Step 3: Discuss in pairs or as a table group how you decided where the introduction ended and the conclusion began. Focus on examining the reasoning for the responses, rather than agreeing.
- Step 4: Divide the remaining paragraphs into sections by subject, noting where the author moves from one idea to another.



Interactive Reading Strategy: Charting



Handout 11

- Involves mapping or graphically representing different aspects of a text
- Facilitates in-depth analysis and evaluation by helping students to do the following:
 - Identify the relationship among ideas
 - Understand an author's thesis or position



Interactive Reading Strategy Practice: Charting



Handout 12

- Step 1: List the paragraph numbers for each segment or chunk of text in the left column of the chart on Handout 12.
- Step 2: For each paragraph or chunk of paragraphs that develops a single idea, note what the author is saying (the essential details of the paragraphs) in the corresponding column. Ask the following questions:
 - What is the author’s message in each section?
 - Which section is the most effective?
 - Which section is the least effective?



Interactive Reading

Strategy Practice: Charting (cont.)

- Step 3: After considering what the author is saying, determine the author's purpose or intention for each section of the text. Use the present-progressive tense (e.g., "Establishing...", "Defining...", "Explaining..."). Ask the following questions:
 - What is the writer trying to accomplish in each section?
 - How does each section affect the reader?



Interactive Reading

Strategy Practice: Charting (cont.)

- Step 4: Discuss how you charted the text. Try to reach consensus regarding the text's main thesis. State the thesis in one sentence. Ask the following questions:
 - What is the main thesis?
 - Is the main thesis explicitly stated, or is it implicit?



Discussion: Interactive Reading Strategies

Discuss the following questions about the chunking and charting strategies:

1. What are your plans for modeling these strategies in the classroom?
2. What challenges have you experienced when teaching interactive reading strategies, and how did you overcome these challenges?
3. How might these reading strategies affect your students' writing?
4. Which texts that you currently use are conducive to chunking and charting?



Prereading and Interactive Reading Strategies: The Big Picture

Help students develop an understanding of the following:

- Prereading and interactive reading strategies improve reading comprehension.
- The strategies should be applied only as needed, based on text demands (i.e., complexity) and the reader's prior knowledge and reading skill.
- More than one strategy can be used with a single text.
- It is not necessary to use every strategy with every text.



Strategy Practice: Selecting and Applying Strategies



- Locate Handouts 7, 10, and 13.
- Pretend you have selected the expository essay “Open Up Trade” (Handout 13) to model how to select and apply appropriate reading strategies.
- Work with a partner to determine which prereading and interactive reading strategies would work best to enhance student comprehension of this text.
- Discuss how you would model and explain (think aloud) the prereading and interactive reading strategies that you have selected.
- Be prepared to defend your choices.



Writing Persuasive and Analytical Essays

Characteristics of these types of essays include the following:

- Go beyond the traditional “five-paragraph” essay
- Require both exposition and analysis:
 - Describe or explain the topic and controlling ideas
 - Include a coherent analysis that distinguishes between the value and significance of facts, data, and ideas
 - Present a perspective or position supported by logical reasoning and/or textual evidence



Writing Essays: Correlation Activity



Handout 14

Analytical Essays

- Locate Handout 14.
- Read the ELAR TEKS English III student expectations (15)(A) and (15)(C) in the left column.

Persuasive Essays

- Turn to page 41 of the ELAR TEKS Vertical Alignment.
- Read and compare student expectations (16)(A)–(16)(F) to the expectations listed in the left column.
- Write the number and letter of corresponding or related student expectations in the right column.



Guidelines for Writing Essays



Handout 15

The guidelines on Handout 15 are intended to do the following:

- Build on and expand students' understanding and analysis derived from chunking, charting, and summarizing when reading expository text
- Represent examples of how students might approach an essay prompt or assignment
- Help students become thoughtful and process-oriented, rather than product-oriented, readers and writers



Activity: Analyzing Essay Prompts



Handout 16

Is the World Producing Enough Food?


Introduction

Global food prices are soaring again, as droughts, freezes and floods have affected various crops in many parts of the world. At the same time, demand is rising with living standards in fast-growing countries.

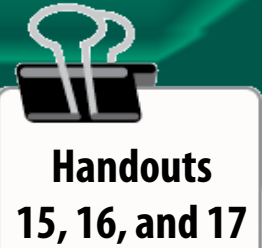
The price spikes are not as sharp as they were in 2008, but the new volatility reflects more than the sum of recent freakish weather “events,” from severe droughts in China and Russia to floods in Australia to a deep freeze in Mexico.

Economists and scientists have identified longer-term changes — from global warming to China’s economic growth to a lack of productive farmland — as the culprits. Is the world producing enough food — specifically grain? Is this a continuation of the 2008 crisis, or something quite different?

— *The New York Times*, February 15, 2011



Activity: Reading and Understanding the Prompt

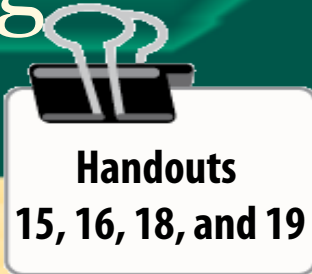


**Handouts
15, 16, and 17**

- Handout 15: Read the guidelines for reading and understanding a prompt or assignment.
- Handout 16: Apply these guidelines to understand the introduction prompt.
- Handout 17: Compare the sample think-aloud to your process when examining the prompt.



Jigsaw Activity I: Analyzing Essays in Small Groups



- Read and analyze your first assigned essay from Handout 16.
- Use the guidelines on Handout 15.
- Complete an Analyzing Essays Tool on Handout 19 for the essay.

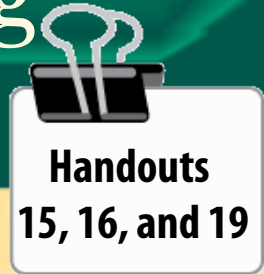


Jigsaw Activity I: Analyzing Essays in a Larger Group

- Meet in numbered groups: All the 1s, 2s, and 3s.
- Discuss your analysis of the first assigned essay:
 - Is there wide agreement on responses for the essay?
 - What lessons can be learned and applied to your writing instruction?



Jigsaw Activity II: Analyzing Essays in Small Groups



- Read and analyze your second assigned essay from Handout 16.
- Use the guidelines on Handout 15.
- Complete an Analyzing Essays Tool on Handout 19 for the essay.



Jigsaw Activity II: Analyzing Essays in a Larger Group

- Meet in numbered groups: All the 1s, 2s, and 3s.
- Discuss your analysis of the second assigned essay:
 - Is there wide agreement on responses for the essay?
 - What lessons can be learned and applied to your writing instruction?
 - What differences do you note between the two essays?



Discussion: Writing Essays

- What have you learned about writing styles and techniques from analyzing the essays?
- How will you use the writing guidelines to help your students become better writers?
- What connections can you make between the interactive reading strategies for expository texts and the guidelines for essay writing?



Improving Essays: Peer Conferencing



Handout 20

- Considering the needs of the reader puts the reading-writing connection into practice.
- Peer conferencing fosters metacognition of the writing process through collaboration.
- Peer conferencing is most effective when it is an established part of the writing routine.
- Students need explicit teacher modeling of the peer conferencing process.



Improving Essays: Rubrics

Rubrics provide students with the following:

- Criteria for evaluating products and performance
- Guidelines for writing and working with peers
- Task-specific tools to use throughout the writing process



Strategy Practice: Peer Conferencing and Rubrics



**Handouts
2, 8, 20, and 21**

- Refer to the ELAR TEKS Writing student expectations (15)(A) and (15)(C) and the Oral and Written Conventions expectations.
- Read the expository writing sample on Handout 21, which is a response to the essay on Handout 8.
- In pairs, use the Peer Conferencing Tool on Handout 20 as you each play the role of the author and reviewer.
- Use the rubric on Handout 2 to help you determine strengths and weaknesses of the essay response.



Discussion: Peer Conferencing and Rubrics

Based on your prior classroom experience and participation in the peer conferencing activity, share how you plan to use or enhance peer conferencing and rubrics to improve students' writing.



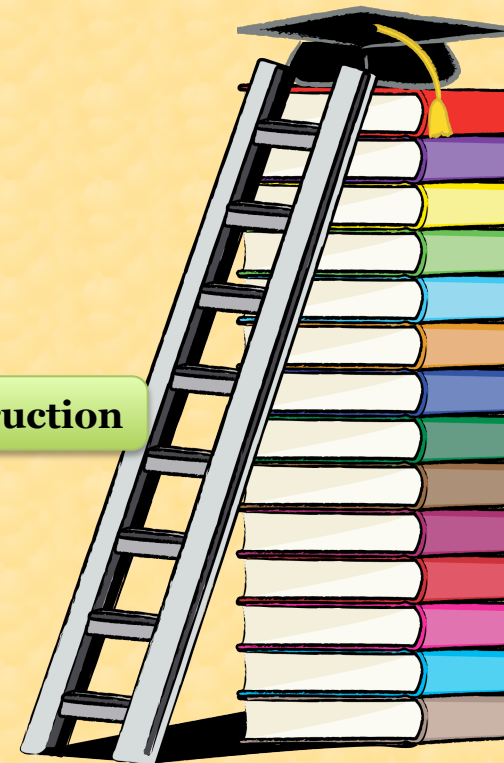
Reflection: Steps to Academic Success



Handout 22

- Reflect and share insights.
- How will these insights affect your instruction on reading expository text and writing essays?

College and Career Readiness



Instruction

Assessment

Standards