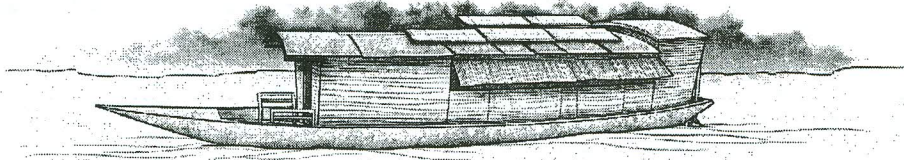




Understanding and Analyzing Expository Text

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

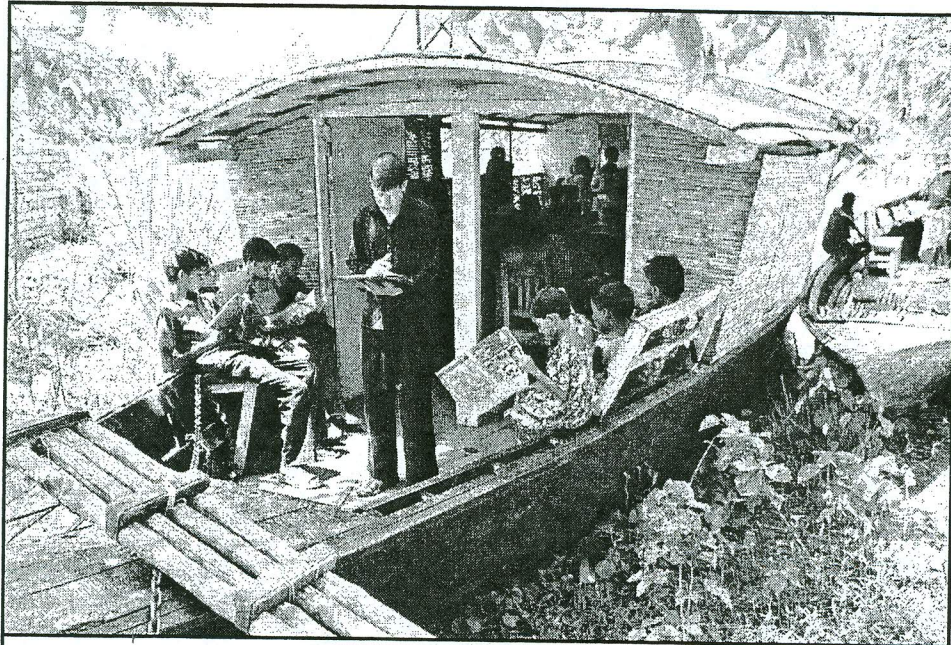
The Teacher's Apple Quarterly



January 2011

Sailing to New Horizons

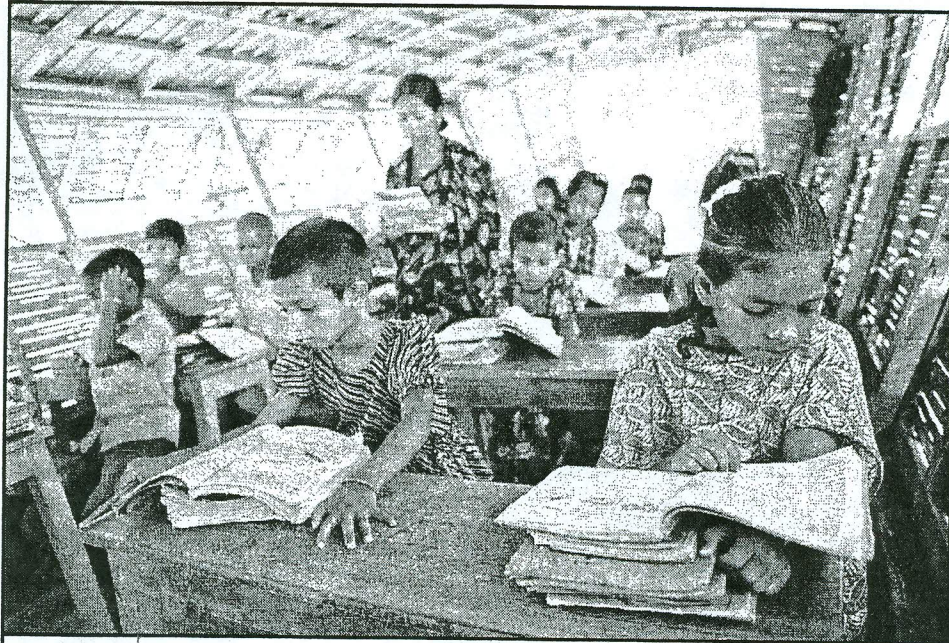
- 1 You might take a car, a bus, or a bike to school. But in Bangladesh, instead of waiting for a school bus to come down their street, many students wait for a school boat to come down the river. That's right—these students attend school on a boat!
- 2 Bangladesh is very close to sea level. For this reason the land is flooded for five months of every year. The flooding creates many problems. For the nearly 160 million people living there, the periodic flooding means that they are often unable to access roads, electricity, or telephones.
- 3 Growing up in Bangladesh, Mohammed Rezwan was often frustrated by these disruptions. Though the floods sometimes hindered his education, Rezwan eventually finished school and became an architect. He did not want to design houses, though. He had a better idea. In 1998 he founded an organization called Shidhulai Swanirvar Sangstha. The name means "self-reliance." The purpose of the organization is to help the people of Bangladesh receive an education and also to bring technology and an improved quality of life to poor people in remote areas of the country.
- 4 In 2002, Rezwan began transforming boats into schools. The boats he used were long and narrow, with flat bottoms so that they could float in shallow water. The decks were covered by waterproof roofs to protect the inside of the classroom from the rain. Underneath the roofs were desks, books, bookshelves, and computers. Each boat was built to accommodate between 30 and 35 students. The boats had everything you might find in a regular classroom. The only difference was that they floated on a river.



Students attend class aboard a school boat.

© David Bathgate/CORBIS

- 5 These boats have been a great success. Today Rezwan and his organization operate 88 boats that navigate hundreds of rivers in northern Bangladesh. About half the boats are used as schools, and the other half are used as temporary houses during the flood season. In addition to the schools and the temporary housing, there are also a floating technology and training center, a library that allows students to check out books, and a health-care center. The school boats travel along the rivers and pick up students for classes that include computer technology, agriculture, and human rights. After one session finishes, the boat drops the students off at home and picks up more students. Teachers on the boats usually conduct three or four sessions every day.
- 6 At night the boats provide additional learning opportunities for students and community members. Adults attend evening literacy courses. Students study using solar lamps that are charged during the day at stations near the river. Special equipment on the boats also projects lessons onto big screens made from sailcloth. People can come down to the riverbank to watch Web tutorials, documentaries, and other films. In all, these boats help educate close to 90,000 families in Bangladesh.
- 7 Parents who live in the flood area are happy to have the boats in their communities. When asked about the program, Farida, whose six-year-old daughter attends class on a school boat, said, "It was difficult for my parents to send me to school, but now all the facilities are in the village. I have started planning for my daughter's future education. I want to see her become a doctor or engineer."

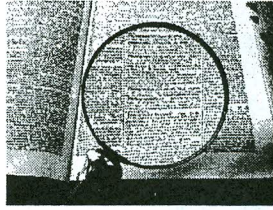


© David Bathgate/CORBIS

Students receive guided reading lessons.

- 8 By floating down these rivers, the school boats deliver more than books. They deliver knowledge, opportunity, and hope to all generations. "This [library] boat inspired me," said 18-year-old student Shanto Islam, who enjoys reading science fiction books. "I started to dream." Islam now wants to attend a university.

SOAPSTone Plus Template: A method for close reading



As a method for close reading, you must annotate your texts. Annotation: *written observations and comments about what you are reading AS you are reading*. Steps: 1) Number paragraphs or lines, 2) Read and annotate, 3) SOAPSTone Plus.

After you have read and annotated the assigned text, deconstruct it using this guide.

- **Speaker:** Remember that the speaker cannot simply be the author/writer. In whose shoes is the speaker or writer walking in? Is there an identifiable speaker? What other clues are there as to the speaker? Age? Gender? Social class? Emotional state? Occupation?
- **Occasion:** Remember that naming the occasion is not simply identifying the time/place. Is the text a memory? Speech? Letter? Critique? Argument? About what event? Where? When?
- **Audience:** Who is the *intended* audience? Whose attention does the speaker seek to gain? Who is the writer speaking to? In MLK's "I Have a Dream," he is not speaking to African Americans but to readers who may harbor racial prejudices—perhaps to policy makers. Is it a general audience? Specific audience?
- **Purpose:** Think about the modes of writing and the purposes behind those modes. Authors write to entertain, to inform, to persuade, to critique, to complain, to explain, to reflect, to describe, *sometimes to simply express a truth*. Often, writers have a dual purpose as in Amy Tan's "Fish Cheeks"—to entertain and to teach a lesson about accepting one's culture. It is not enough to say to inform—to inform about what? To complain about what? To explain what?
- **Subject:** The subjects of texts are often abstract—the right to die, racism, poverty, conformity, etc. The subject is the issue at hand, not the character or specific situation.
- **Tone:** Tone is the attitude of the speaker towards his subject and audience. Who is the speaker? What is the subject? What is the speaker's attitude towards his subject? Use your *Vocabulary of Attitudes* sheet for reference.
- **Stylistic Devices:** Tone, diction (denotation/connotation), imagery, detail, syntax, organization, figurative language (simile, metaphor, synecdoche, metonymy.)
- **Rhetorical Devices:** The writer's use of mode—narration, exposition, description, and persuasion. The writer's use of ethos, logos, pathos; the writer's use of evidence such as personal experience, example, definition, statistics, research; the writer's use of satire, sarcasm, irony, understatement.

	Answer	Textual Evidence	Effect
<u>Speaker</u>			
<u>Occasion</u>			
<u>Audience</u>			
<u>Purpose</u>			
<u>Subject</u>			
<u>Tone</u>			
Stylistic devices			
Rhetorical techniques			

SOAPSTone WORKSHEET

(The following two pages are an AP graphic organizer to be used for
primary document analysis within the lesson)

S	What is the <u>subject</u> of the piece? What are the general topics/and/or/ideas contained in the text?	
O	What is the occasion? What are the time, place, and setting of the piece?	
A	Who is the audience? To whom is the piece directed?	
P	What is the purpose? What is the purpose or reason this piece was written?	
S	Who is the speaker? Who is the voice that tells the story?	
Tone	What is the tone of the piece? What is the attitude or emotional characteristics present in the piece?	

SOAPSTone DESCRIPTION

Who is the Speaker?

- The voice that is speaking. Identification of the historical person (or group of people) who created the primary source.
- What do we know about this historic or contemporary person?
- What role does he play in an historic event?

What is the Occasion?

- What is the time and place? The context in which the primary source was created?
- What is the Geographic and Historic intersection at which this source was produced?

Who is the Audience?

- The readers to whom this document is directed.
- The audience may be one person, a small group, or a large group; it may be a certain person or a certain people.

What is the Purpose?

- What is the reason behind the text
- Why was it written?
- What goal did the author have in mind?

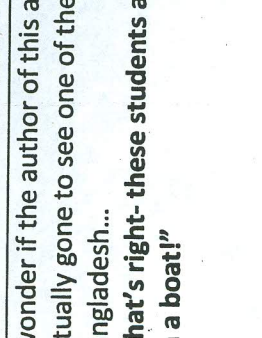
What is the Subject?

- What is the general topic, content, or idea contained in the text?
- Summarize in a few words or phrase.

What is the Tone?

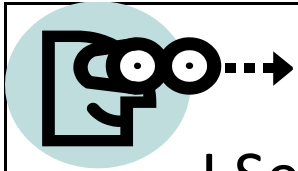
- What is the attitude expressed by the speaker?
- Examine the choice of words, emotions expressed, imagery used to determine the speaker's attitude.

I See, I Think, I Wonder Routine

I See	I Think	I Wonder
 <p>"But in Bangladesh, instead of waiting for a school bus to come down their street, many students wait for a school boat to come down the river."</p>	<p>I think that Mohammed must have like school very much because he was upset when he could not go. I know that when I want to go somewhere and I am not allowed to, I get upset. "...Mohammed Rezwana was often frustrated by these disruptions."</p> <p>I THINK STATEMENT + BACKGROUND KNOWLEDGE + TEXTUAL EVIDENCE</p> <p>This level is the inferencing level.</p>	<p>I wonder if the author of this article has actually gone to see one of these boats in Bangladesh... "That's right- these students attend school on a boat!"</p> <p>I WONDER STATEMENT + TEXTUAL EVIDENCE</p> <p>This level is the evaluation level. Going beyond the text.</p>

I See, I Think, I Wonder Routine

I See	I Think	I Wonder



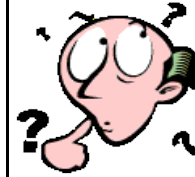
I See

According to text evidence I can visualize...



I Think

Background Knowledge + text evidence=Inference



I Wonder

Based on the text, I wonder...

1. As I read the story I see...

1. I think ...

1. I wonder...

Because I know that...

2. As I read the story I see...

The text says...

2. I wonder...

2. I think ...

Because I know that...

The text says...

Summary Routine

Name _____

Title _____

Source/Genre _____

1. Read the article or section of text.

2. Fill in the 5 Ws and H.

Who:

What:

When:

Where:

Why:

How:

3. Write a sentence summary using the information you obtained from the 5 W's and/or How if applicable.

Frame Routine

Background

The Frame Routine is a strategy designed to assist students as they organize topics, main ideas and details about reading assignments. This technique includes a basic hierarchic graphic organizer called a "Frame" that can be used to help students think and talk about the key topic and essential related information.

Benefits

Frames allow students to identify the main ideas and supporting details while reading texts. As they list them on a Frame graphic, comprehension of the written material tends to increase. The Frame Routine is flexible and can be used with all content areas. The Frame Routine can be particularly beneficial to many students with learning disabilities because it depicts the organization of the concepts that students are expected to learn.

Create and use the strategy

Introduce the assigned passage of text to the students. Discuss the Frame Routine technique and model the procedure by co-constructing an initial Frame graphic. Simultaneously fill in information with students on blank copies of the form. This provides teachers with the opportunity to monitor the students' level of understanding and to adjust instruction as needed. After students have become familiar with use of the Frame Routine, they can use the Frame graphics independently or in small groups as they identify main ideas and essential details from pre-selected texts.

There are five basic steps for using the Frame Routine:

1. Select the topic

The teacher introduces the lesson topic and provides students with a blank Frame. Students note the topic in the appropriate spaces on the graphic. This would most likely be the title of the reading selection.

2. Determine the main ideas

Students record brief statements or words that summarize key ideas relating to the topic.

3. Discuss the details

The details that are important for students to learn and remember are written on the Frame graphic in the essential details boxes. These essential details can later be ranked on the graphic according to level of importance.

4. Develop the "Big Idea" The teacher, small groups, or the whole class develop the Big Idea statement or the "So what?" idea. This statement is designed to help students understand how the topic fits with the overall context.

These statements can take the form of:

- a. A short summary
- b. A conclusion the student has drawn
- c. A connection to a real-world application relevant to the student

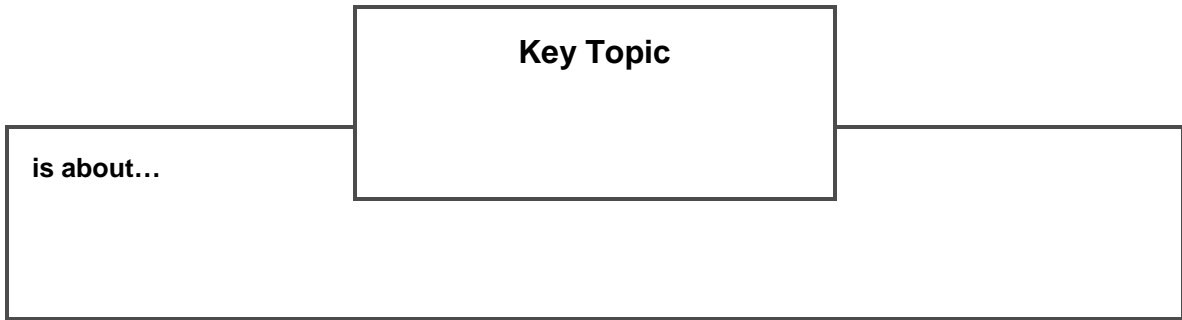
5. Evaluate the information

The teacher facilitates evaluation of the new information when it is clearly organized. Several follow-up activities can then be employed to extend students' understanding of important concepts. Such activities might include the following:

- a. Having in-depth discussions;
- b. Debating various points;
- c. Drawing conclusions;
- d. Making connections to other ideas;
- e. Forming predictions, or forecasts; and
- f. Engaging in journal writing

Frame Routine

Name _____



Main Idea

A rectangular box with the text "Main Idea" centered at the top. In the bottom right corner, there is a smaller, empty rectangular box.

Main Idea

A rectangular box with the text "Main Idea" centered at the top. In the bottom right corner, there is a smaller, empty rectangular box.

Main Idea

A rectangular box with the text "Main Idea" centered at the top. In the bottom right corner, there is a smaller, empty rectangular box.

Essential Details

A rectangular box with a small, empty rectangular box in the bottom right corner.

Essential Details

A rectangular box with a small, empty rectangular box in the bottom right corner.

Essential Details

A rectangular box with a small, empty rectangular box in the bottom right corner.

A rectangular box with a small, empty rectangular box in the bottom right corner.

A rectangular box with a small, empty rectangular box in the bottom right corner.

A rectangular box with a small, empty rectangular box in the bottom right corner.

Big Idea

A large, empty rectangular box with the text "Big Idea" centered at the top.

Text Structures

Structure	Description	Signal Words	Graphic Organizers	Summary Questions	Paragraph Frame
Description	The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. Focus is on one thing and its components.	For example: Characteristics are Such as Looks like Consists of For instance Most important *Look for topic word (or synonym) to be repeated throughout the text.	<p>Concept Map</p> <p>Timeline</p> <p>Steps/Directions</p> <p>Cycle/Circle</p>	<p>What specific person, place, thing, event, or concept is being described?</p> <p>How is the topic described? (How does it work? What does it do? What does it look like? Etc.)</p> <p>What are the most important attributes or characteristics?</p> <p>How can the topic be classified? (For example, a robin can be classified as a type of bird.)</p>	<p>A _____ is a type of _____. It is made up of _____ and looks like _____. Some _____ have _____ such as _____. For example, _____.</p> <p>_____ has several characteristics. One characteristic is _____. Another is _____, which is important because _____.</p>
Sequence	The author lists items or events in numerical or chronological order. Describes the order of events or how to do or make something.	First, second, third Next Then, after Before, prior to Not long after While, meanwhile Simultaneously At the same time Following Finally At last In the end On (date) At (time) Directions	<p>Timeline</p> <p>Steps/Directions</p> <p>Cycle/Circle</p>	<p>What sequence of events is being described?</p> <p>What are the major events or incidents that occur?</p> <p>What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?)</p> <p>What is the beginning event?</p> <p>What other events or steps are included?</p> <p>What is the final outcome, event, or step?</p>	<p>Here is how a _____ is made. First, _____, Next, _____, Then, _____, Finally, _____.</p> <p>On (date) _____ happened. Prior to that _____ was _____. Then _____, After that _____, In the end, _____.</p>
Compare and Contrast	The author explains how two or more things are alike and/or how they are different.	Differs from Similar to In contrast Alike Same as As well as On the other hand Both Either, or Not only, but also Yet, although, but, However On the other hand * Also look for "contrast" words: best, fewest, tallest, etc.	<p>Venn Diagram</p> <p>T-Chart</p>	<p>What items are being compared?</p> <p>What is it about them that is being compared?</p> <p>What characteristics of items form the basis of the comparison?</p> <p>What characteristics do they have in common; how are these items alike? In what way are these items different?</p>	<p>_____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also _____ as well as _____. On the other hand, one way they differ is _____. Another difference is _____. Although they share _____, only _____ is the _____-est.</p>

Text Structures

Structure	Description	Signal Words	Graphic Organizers	Summary Questions	Paragraph Frame
<p>Cause and Effect</p>	<p>The author lists one or more causes or events and the resulting consequences or effects. Effect = What happened? Cause = What made it happen? Purpose is to explain why or how something happened, exists, or works. *Often there will be an "if/then" pattern</p>	<p>Reasons why Reasons for If...then As a result of Therefore Because of So Since In order to Leads or leads to Effects of Caused by Result Outcome Impact Influenced by Brought about by</p>		<p>What happened? Why did it happen? What was the reason for...? What was the effect(s) of the event? What happened as a result of...? What were the results or outcomes caused by the event? In what ways did prior event(s) cause or influence the main event? Will this result always happen from these causes?</p>	<p>The reason why _____ happened was because of _____. If _____ hadn't happened, then _____. Due to _____ occurring, _____. This explains why _____.</p> <p>The cause of _____ is not easy to define. Some people think the cause is _____. Others believe the main cause is _____. Understanding the cause of _____ is important because _____.</p> <p>The effects of _____ are significant because _____. One effect of _____ is _____. Another result is _____. Because of these outcomes, it important that _____.</p>
<p>Problem and Solution</p>	<p>The author states a problem and lists one or more possible solutions to the problem. May also include the pros and cons for the solutions.</p>	<p>Problem is... Dilemma is... Puzzle is... Solved Question Answer Because Since This led to The main difficulty One possible solution is... One challenge... Therefore, This led to, so that If...then, thus</p>		<p>What is the problem(s)? Who had the problem? What is causing the problem? Why is this a problem? What is wrong and how can it be taken care of? What solutions are recommended or attempted? What can be improved, changed, fixed, or remedied? What are the pros and cons of the solutions offered?</p>	<p>_____ had/is a problem because _____. One possible solution is _____. This answer is good because _____. Therefore, _____.</p> <p>As a result, _____.</p> <p>The problem of _____ really boils down to the issue of _____. In the past, the common solution was _____ to _____. However, this was only effective in terms of _____. There are now other solutions that might work. One option would be _____ to _____.</p>

EXPOSITORY TEXT STRUCTURE ROUTINE

Name _____

Date _____

1. Record Information about your article.

- a. Title _____
- b. Author _____
- c. Copyright date _____
- d. Publication _____

2. Make a list of text features that you notice.

3. Predict the main text structure of the selection. Write a sentence to explain your prediction.

_____ Sequencing/Process _____ Description _____ Cause and Effect
_____ Compare and Contrast _____ Problem/Solution

4. With your group, read the selection. Listen for any of the text structure cue words. Record them below.

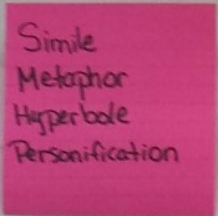
5. Look back at your prediction about the text structure. Was it accurate? Why or why not? Discuss your thinking with your group and take down some notes.

6. After you have finished reading, work with your group to determine the overall text structure of the text. On another piece of paper, write a paragraph to explain your choice. Be sure to include words like controlling idea/thesis statement, cue words, and text structure in your response.

7. Work with your group to write a summary of your selection. Remember that your summary should reflect the structure of the text. (But don't say: "The structure of the text was...")

*Adapted from Summarizing, Paraphrasing and Retelling: Skills for Better Reading, Writing, and Test-Taking by Emily Kissner

SOAPSTONE

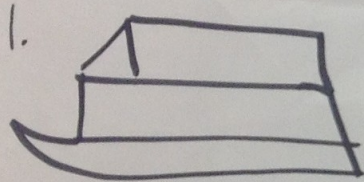
S	NARRATOR The speaker is
O	SETTING The occasion is
A	The audience is
P	AUTHOR'S The purpose is
S	MAIN IDEA The subject is
T	ATTITUDE The tone is
ONE	Figurative Language 

Example

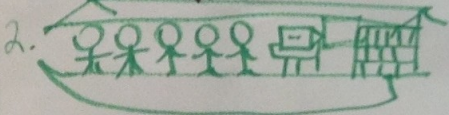
Speaker	S	3rd person "This [library] boat inspired me," said 18 yr...
Occasion	O	Bangladesh, ^{after 2002} during flooding season "But in Bangladesh, instead of waiting..." "In 2002, Rezwana began transforming..."
Audience	A	teachers The Teacher's Apple Quarterly
Purpose	P	to inform / explain how education has no barriers school on boats, floating tech. centers, ^{Students} Adults
Subject	S	schools on boats "Rezwana began transforming boats into schools."
Tone	T	supports the school on boats "The purpose of the organization is to help the people of Bangladesh..."
I Ex of Fig. Lang.	O n e	floating technology [Boats] are a floating technology. <u>Metaphor</u>

I See, I Think, I Wonder

I See



1. "The boats were long and narrow, with flat bottoms so that they could float in shallow water."



2. "The decks were covered by water proof roofs to cover the classroom from the rain"

3. "Underneath the roofs were desks, books, bookshelves & computers"

4. "Each boat was built to accommodate 30-35 students."

5. "Special equipment on the boats also project lessons"

I Think I Wonder

Reason and his organization

1. I think ~~the teacher is the same person who drives~~ ^{help the community with} the boat in other things besides ^{educat.}

"The picture shows the teacher teaching in a parked boat" ^{1/2 for temporary housing during flood.}

2. I think they need MORE boats for education.

^{I know that at my school, we are crowded so in a school there are many people that are more than 85}
100,000,000 people in Bangladesh but only 88 boats educate 90,000 fams.

3. I think they ~~boards~~ move while classes are in session.

The picture shows them floating down the river.

1. I Wonder how long the classes are?

"Teachers on boats usually conduct 3-4 sessions a day"




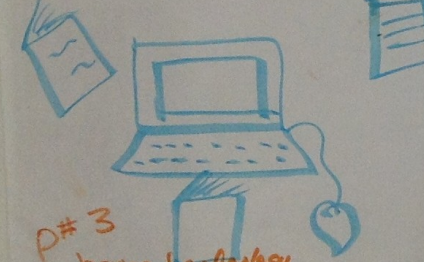
2. I Wonder if any boat has ever capsized?

"Each boat accommodates between 30-35 students" Kids are walking around.

3. I Wonder if in Bangladesh they have women sailors.

The picture shows a man and woman.

I See, I Think, I Wonder

I See	I think	I wonder
<p>P1 - roofs</p>  <p>P2 = creates problems to road</p> <p>electricity/plane</p>	<p>I think more education prepares you for college = career</p> <p>P3 - he went finished school = architect</p>	<p>If there are leaches in the water</p>
<p>P2 the land is flooded for 5 months</p>  <p>flat bottoms</p> <p>P4</p>	<p>We went to school so look at us now.</p> <p>I think adults and community is educated.</p>	<p>Do they have huge mosquitos like in the valley?</p>
 <p>P6 - additional first students</p>	<p>P6 - adults attend evening courses 90-thousand</p> <p>My cousin went to Adult Ed and got his GED</p>	<p>I wonder if I will contract Malaria by going and got his GED Now in College.</p>
 <p>P#3 bring technology</p>	<p>I think improving through education equals a good quality life:</p> <p>P3 - founded organization to improve life of poor people</p> <p>I have devoted my time to United Way to empower our community</p>	<p>to school?</p>

7th Grade Expository Essay

- Simple Sentence
- Compound Sentence
- Complex Sentence
- Compound, Complex Sentence

Introduction

Never give up. I hear that phrase a lot-from my parents, in songs, at school. [Recently]

I wondered why it was spoken so often. I think I have finally come to the conclusion

of why. I have never heard any football player say "Well, our team was down by 2 touch-

down, so I just figured, why bother!?" My team and I gave up, [so] we lost." I

have also never heard a police officer say "Well, I was chasing the criminal, but he

was pretty crafty, so I gave up." Such things would be absurd to hear.

I never hear people say that because they have a job, a task, a duty

to complete or a purpose to fulfil. A police officer has to arrest criminals because

they are dangerous. A football player has to try so he does not let his team and

fans down. No community would ever get anything done if they gave up at every

single failure. So many of our inventions are the result of people continueing to

perseve through hardships.

[If nobody ever tried,] no football team would ever to the Super Bowl, no criminal

would ever get arrested, and nothing would ever be invented. [Humans are imperfect,] so it

takes many tries before something turns out right. Thomas Edison made so many failed

light bulbs, I bet he lost count! He once said, "I have not failed. I have just

found 1,000 ways that don't work." [Even after that many mistakes,] he kept trying.

[If he had not,] we would still have candles and oil lamps as our source of light.

[Now,] whenever I about to give up, I can remember his words. I can find

encouragement in all the people around me who keep trying, because life does not

end because of some failures, but it continues on through those, because of

those who overcome their obstacles. No matter how intimidating and daunting

whatever tasks lay before me may be, it is my job to overcome the

roadblocks and leap over the hurdles. I will never give up.

Body

Conclusion

Controlling
IDEA