



Understanding and Analyzing Expository Text

Sonia Villalón
TLI Teacher Specialist
Hanna High School

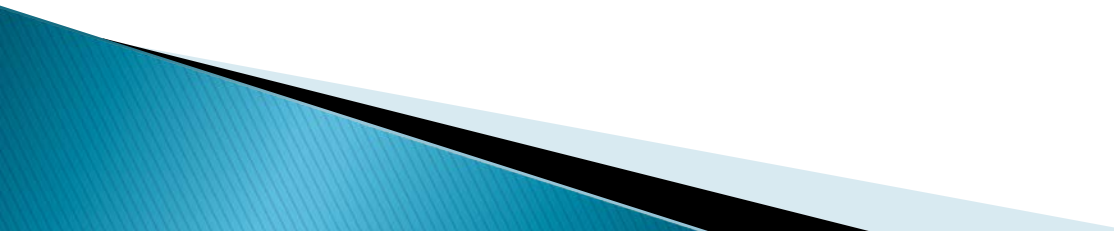
Original presentation created by Pace Literacy Line. Modified by Sonia Villalón Hanna TLI

Training Packet

- ▶ Section 1
 - Handout #1 – Sailing to New Horizons
- ▶ Section 2
 - Activity #1 – SOAPSTone Plus Template
- ▶ Section 3
 - Activity #2 – I See, I Think, I Wonder Template
- ▶ Section 4
 - Activity #3 – Summary Routine
- ▶ Section 5
 - Frame Routine
- ▶ Section 6
 - Text Structures & Expository Text Structure Routine
- ▶ Section 7
 - Examples of SOAPSTone; I See, I Think, I Wonder; Ratiocination

CPQ:

How would you adapt the strategies and routines in this presentation on Expository Texts to increase student success?

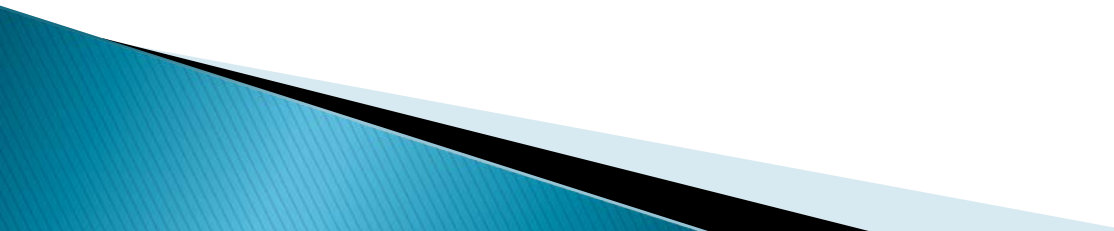


Six Genres under STAAR

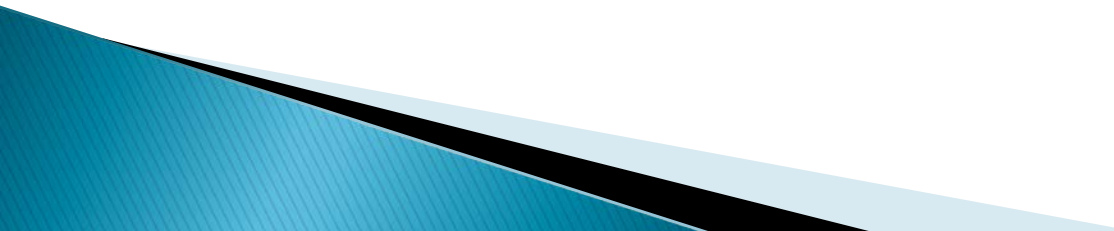
- ▶ Fiction
- ▶ Literary Nonfiction
- ▶ Persuasive
- ▶ Drama
- ▶ Poetry
- ▶ Expository Texts

Note: **Literary Nonfiction** (Category 2) stands alone! It is no longer part of Expository Texts (Category 3). (Ex: biographies, autobiographies, memoirs and speeches)

Examples of Expository Texts

- ▶ Magazine Articles
 - ▶ Newspaper Articles
 - ▶ Informational Websites
 - ▶ Recipes
 - ▶ Pamphlets / Brochures
- 

STRATEGIES

- ▶ SOAPSTone Plus
 - ▶ I See, I Think, I Wonder
 - ▶ Summary Routine
 - ▶ Frame Routine
 - ▶ Expository Text Routines
- 

Expository Structures you will find in the Reading selections of STAAR

- ▶ Description
- ▶ Cause and Effect
- ▶ Compare and Contrast
- ▶ Sequencing/ Chronological Order
- ▶ Problem Solution

These are basic structures for students to identify during their scholastic school years.



What we must focus on...

Structure

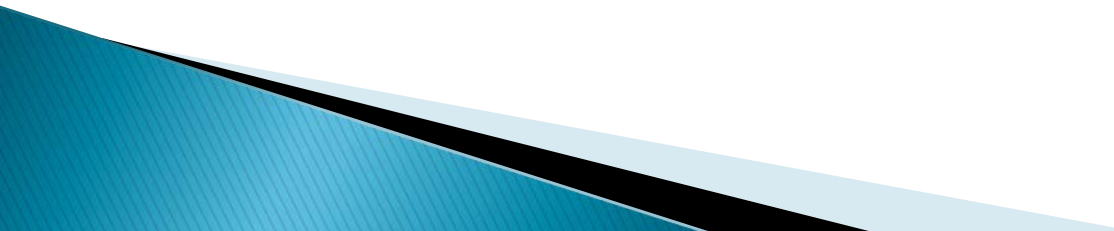
- Organizational Patterns
- Syntax
- Diction/ Word Choice
- Thesis/ Controlling Idea
- Supporting Details
- Transitions/ Intro. Phrases
- Purpose
- Features

This is how Expository Text is written.

Element

- ▶ Figurative Language
- ▶ Rhetorical Devices
- ▶ Point of View
- ▶ Tone
- ▶ Sensory Language (Imagery through the five senses, Word choice adds to the imagery through the five senses)

Why Reading and Writing?

- ▶ Annotation is essential for students to use as a way to embed knowledge, increase comprehension, and write to learn.
 - ▶ Annotation: It's a study skill our students will need if they are going to be successful in college.
 - ▶ Annotation mirrors close reading: Students will annotate for structure, elements, and to chunk the text.
- 

Mentor Texts:

Authentic Texts used to model good writing.

- ▶ An Expository Essay with a score of an 8 can be used to teach strategies.
- ▶ We must make strategies visible to the students by using Mentor Texts for students to emulate.

Writing Rubric:

1 Transitions

2 Sentence Variation

3 Organization

4 Thesis/ Controlling Idea

5 Word Choice/ Cue Words

Activity #1: SOAPSTone Plus

Handout 1 Sailing to New Horizons

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 Simple Metaphor Hyperbole Personification

SOAPSTone Plus: A method for close reading

Speaker: The speaker cannot simply be the author/writer

Occasion: Not just the time and place

Audience: Specific or general

Purpose: To entertain, inform, persuade, critique, etc.

Subject: The issue at hand, often abstract.

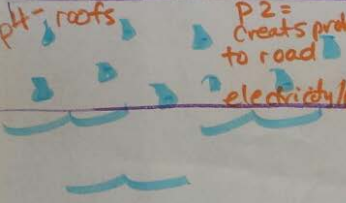


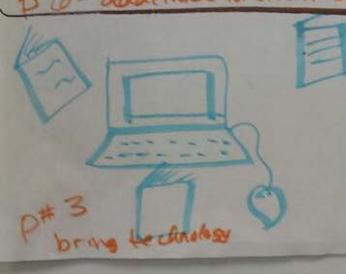
Tone: Speaker's attitude toward his subject/ audience

Stylistic Devices: Tone, diction, imagery, detail, syntax, etc.

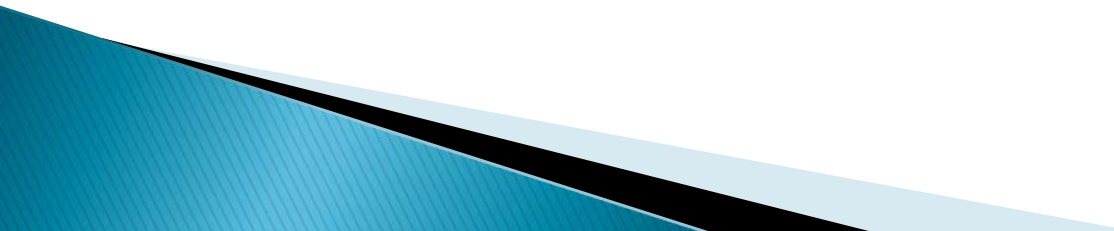
Rhetorical Devices: Ethos, Logos, Pathos, etc.

Activity #2: I See, I Think, I Wonder

Handout 1 Sailing to New Horizons

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>We went to school so look at us now.</p> <p>I think adults and community is educated.</p>	<p>Do they have huge mosquitoes like in the valley?</p>
<p>P4</p>  <p>P6 - additional for 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</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 donated my time to United Way to empower our community</p>	<p>Now in College. to school?</p>

I See, I Think, I Wonder

- ▶ Foldable that can be used with all genres
 - ▶ **I See** (Comprehension Level): Include 5 pictures with textual evidence.
 - ▶ **I Think** (Inferencing Level): Include 3 Inferences (Background knowledge and textual evidence)
 - ▶ **I Wonder** (Evaluation Level): Include 3 unanswered questions with textual Evidence. Going beyond the Text.
- 

Activity #3: Summary Routine

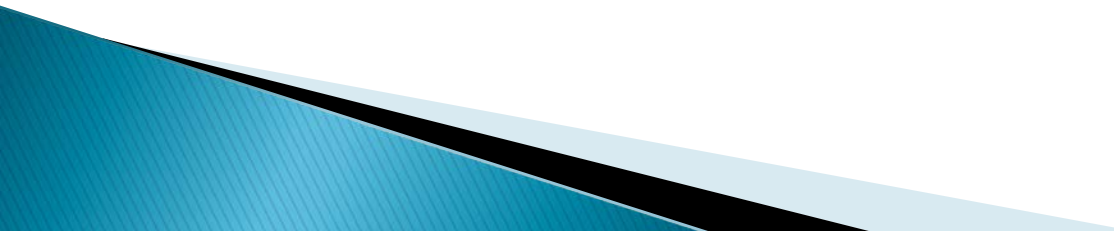
Handout 1 Sailing to New Horizons



Summary Routine for all Genres:

- ▶ No longer is BME (Beginning, Middle, and End) acceptable. It was used for Fiction and TAKS Summarization.
- ▶ We must teach Summarization with the 5Ws:
 - Who?
 - What?
 - Where?
 - When?
 - Why?
 - How?

Note: On STAAR, all answer choices are 3 sentences long. Students will practice writing summaries that are 3 sentences long. Students will practice summarization and sentence structure with this routine.



Frame Routine

- ▶ Assists students as they organize topics, main ideas and details about reading assignments.
- ▶ Helps students think and talk about the key topic and essential related information.
- ▶ Can be used with all content areas.
- ▶ Beneficial to many students with learning disabilities because it depicts the organization of the concepts that students are expected to learn.

Frame Routine

- ▶ 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.
- ▶ Determine the main ideas
 - Students record brief statements or words that summarize key ideas relating to the topic.
- ▶ Discuss the details
 - The details that are important for students to learn and remember.
- ▶ 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 short summary
 - A conclusion the student has drawn
 - A connection to a real-world application relevant to the student

Expository Text Structure Routine:

- ▶ Students will develop the thinking process for identifying text features and elements
- ▶ Collaborative Group Work Activity

Ratiocination: Reading/Revising Example

1. Sentence Variations – highlighted
2. Transitions – ()
3. Word choice – ○
4. Organization – Intro., Body, Conclusion, Controlling Idea
5. Organizational Patterns – □

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 touchdowns, 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 fulfill. 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 continuing to persevere through hardships.

Body

[If nobody ever tried,] no football team would ever get 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 am 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.

Conclusion









Controlling Idea

Ratiocination: Connecting Close Reading/ Revising

“Ratiocination guarantees that students will use:

- ▶ Annotation of specific items
- ▶ Higher order thinking skills
- ▶ Revision skills in a context, and
- ▶ Concrete signals to reenter their own writing.”

Joyce Armstrong Carroll “ Acts of Teaching: How to teach Writing”

Symbol	Clue
	Circle all WOW words
	Make a wavy line under repeated words
Color code types of sentences	<p>Pink is a simple sentence</p> <p>Orange is a compound sentence</p> <p>Green is a complex sentence</p> <p>Blue is a compound complex</p>
[]	Bracket each transition
	Draw an arrow from controlling ideas/ thesis to details
	Place a box around signal words
	Mark words that might be imprecise with a check
X	X out unclear sentences
	Draw 2 Horizontal lines on your thesis/ controlling idea
	Insert a triangle for elevated Word Choice
Label Organization	Introduction, body paragraphs, conclusion
	Make a jagged line under all figurative language used