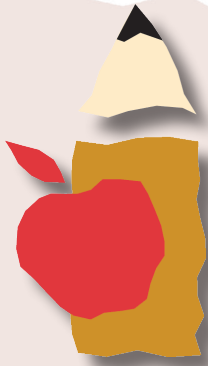


PREVIEW

Grade 6



Expository Writing

Deconstructing Text,
Writing Essays, Reports,
Response to Text



**Updated & Expanded Edition by Cynthia Williamson
with Barbara Mariconda**

Original work by Barbara Mariconda and Dea Paoletta Auray

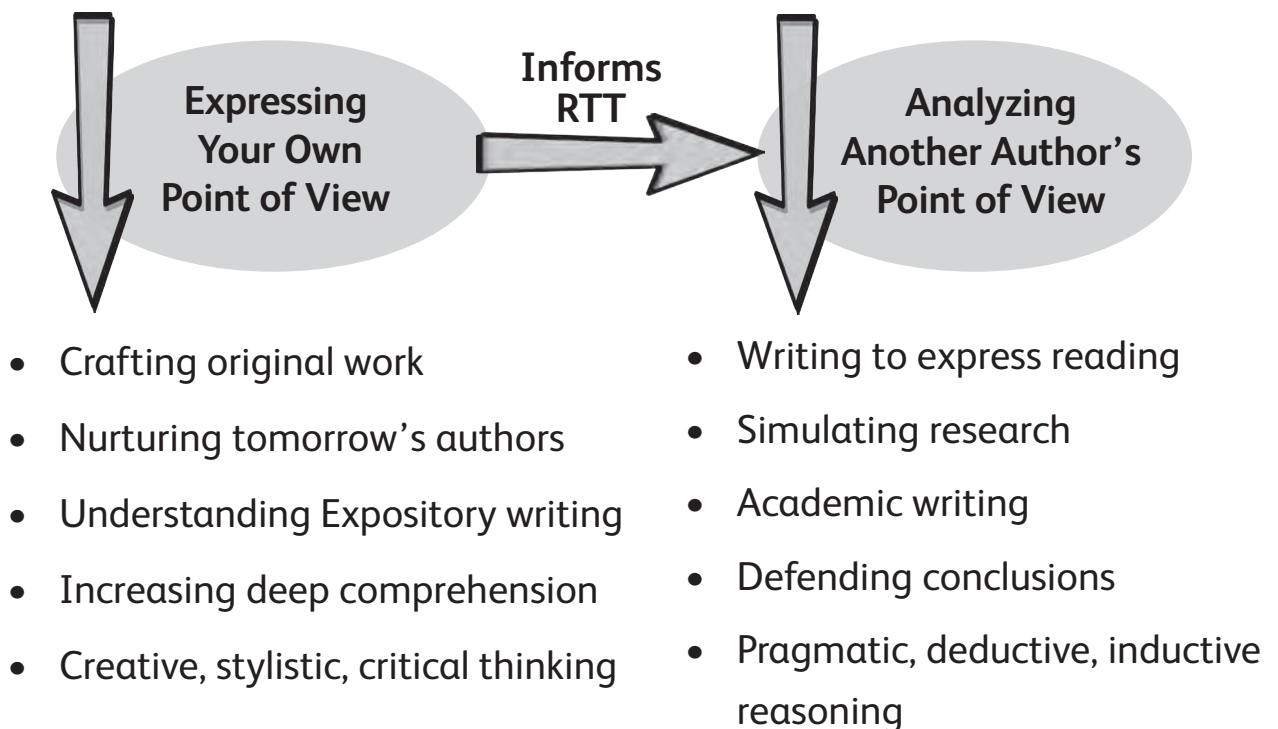
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Writers

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Generative vs. Responsive Writing

In the real world, and now, more and more often in school, writing can be either motivated largely by the writer's interests, imagination, and personal experience (generative writing) or it can be in response to a text or number of texts (responsive writing). Both approaches have value and one should not be overlooked at the expense of the other. Writing assessments in many places have moved away from generative writing in favor of responsive writing. **Ex.** A student must read several texts on a topic and then respond to what they read in an evaluative way, demonstrating not only literal comprehension, but critical thinking and personal reflection in response to a question or series of questions. They must back their ideas, conclusions, or positions by citing evidence in the text and from their own relevant personal experience. This kind of literary analysis task obviously encourages the kind of logical thinking required in secondary school and beyond. The challenge is that success in this type of task really is rooted in reading comprehension. Students who are challenged readers have a distinct disadvantage that they don't experience in many generative writing tasks. Also, keep this in mind – while the world of academia and work will always appreciate and require analytical writing in response to text, we will still need the next generation of authors who will generate original writing for others to respond to. So, don't throw the baby out with the bath water! For these reasons we have included both generative and responsive writing tasks in throughout the book.

GENERATIVE VS. RESPONSIVE WRITING



Grade 6 Year-at-a-Glance

For use when teaching Expository and Response to Text writing across the course of a school year.

MONTH 1 Section 1: Recognizing Genre/ Organization	MONTH 2 Section 2: Broad Yet Distinct Main Ideas	MONTH 3 Section 3: Elaboration- Detail Generating Questions	MONTH 4 Section 3: Elaboration- Detail Generating Questions	MONTH 5 Section 4: Research
<p>Baseline Assessment</p> <ul style="list-style-type: none"> • Introduce the Expository Pillar, pp. 12-14 • Lesson 1: Recognizing Genre, p. 22 • Lesson 2: Distinguishing Between Expository, Opinion and Argumentative Writing, p. 25 • Lesson 3: Expository and Narrative Book Covers and Summaries, p. 33 • <i>Lesson 4: Strategic Reading – Informed Writing, p. 39</i> • <i>Lesson 5: Strategic Reading – Organization and Text Conventions, p. 47</i> • <i>Lesson 6: Close Reading Challenge, p. 53</i> • Lesson 7: Analyzing and Annotating Expository and Opinion Writing, p. 57 • Lesson 8: Writing Simple Summarizing Paragraphs, p. 79 • <i>Lesson 9: Comparing and Contrasting in Response to Multiple Texts, p. 88</i> • Lesson 10: Finding Irrelevant, Extraneous Details, p. 106 • Lesson 11: Expository and Argumentative Pieces for Comparison, p. 113 • Lesson 12: Cut and Paste Activities, p. 123 <p>Introduce Reference Sheet from Section 6: Clue Words in Writing Tasks, pp. 463-464</p>	<ul style="list-style-type: none"> • Lesson 1: Sort and Categorize, p. 145 • Lesson 2: Compare These Pieces, p. 147 • Lesson 3: Pick, List and Choose, p. 154 • <i>Lesson 4: Pick, List, Choose, Ask, Find to Generate Main Ideas for Writing About Science or Social Studies, p. 157</i> • Lesson 5: Main Ideas – Don't Overlap Them!, p. 165 • Lesson 6: Main Ideas – Broad or Too Narrow?, p. 170 • Lesson 7: Recognizing Givens and Variables in Prompts and Assignments, p. 176 • Lesson 8: Naming Givens and Variables, p. 183 • Lesson 9: Generating Broad Yet Distinct Main Ideas, p. 185 • Lesson 10: Alternatives to Boring, Redundant Main Idea Sentences, p. 188 • Lesson 11: Revising Boring, Redundant Main Ideas, p. 192 • Lesson 12: Using a Thesaurus and Standard Proofreading/editing Marks, p. 195 • Lesson 13: Main Idea Blurbs into Sentences, p. 202 • <i>Lesson 14: Turning Questions into Responses, p. 206</i> • Lesson 15: The Missing Main Idea, p. 210 • Lesson 16: Sentence Variety and Word Referents, p. 215 • <i>Lesson 17: Preparing to Write a Response to Text, p. 224</i> • <i>Lesson 18: Preparing to Respond in Writing to Multiple Texts, p. 235</i> 	<ul style="list-style-type: none"> • Lesson 1: What Does it Look Like? Why is it Important? Grab Bag, p. 256 • Lesson 2: Just Okay...or Much Better, p. 258 • Lesson 3: Sentence Matching, p. 260 • Lesson 4: Writing Sentences Using the Detail Generating Questions, p. 262 • Lesson 5: Finding the Overly General Words and Phrases, p. 267 • Lesson 6: Break up That Grocery List!, p. 270 • Lesson 7: Using Detail Generating Questions, p. 274 • Lesson 8: Flip the Sentence Subject!, p. 283 • <i>Lesson 9: Reading and Summarizing Texts, p. 290</i> • <i>Lesson 10: Comparing and Contrasting in Research Simulation Tasks, p. 300</i> • <i>Lesson 11: Paraphrasing, p. 313</i> • <i>Lesson 12: Giving the Author Credit, p. 319</i> 	<ul style="list-style-type: none"> • Continue: Using the Detail Generating Questions – Model and Guided Practice • <i>Continue: Response to Text Lessons</i> <p>Introduce from Section 6: Authentic Writing Tasks</p> <ul style="list-style-type: none"> • Lesson 1: Analyzing Prompts for Givens and Variables, p. 466 • Lesson 2: 7-Day Process Writing Timeline, p. 519 <p>Process Writing Piece</p> <p>Choose an appropriate expository topic and use the process writing timeline to instruct how to put a fully developed piece together</p> <p>Introduce from Section 6: Steps for Approaching Response to Text Compositions, p. 477</p> <p>Choose an appropriate text or paired texts from your curriculum and write a response.</p>	<p>Mid-year Assessment</p> <ul style="list-style-type: none"> • <i>Lesson 1: Reading Strategically and Finding Information Within Text, p. 327</i> • Lesson 2: Research! Using Search Engines, p. 330 • <i>Lesson 3: Images and Videos: Adding Descriptive Details and Generating Research Questions, p. 333</i> • <i>Lesson 4: Researching a Topic of Interest, p. 339</i> • <i>Lesson 5: Gleaning Information Using Diagrams, Charts, Graphs, and Maps, p. 345</i> • <i>Lesson 6: Taking Notes from Lectures & Multi-media Presentations, p. 350</i> • <i>Lesson 7: Research/ Take Notes/ Write/ Cite, p. 354</i> • <i>Lesson 8: Restating Information From Research, p. 358</i> • Lesson 9: Transitional Words and Phrases, p. 362 • Lesson 10: Revise This Paragraph, p. 367 • Lesson 11: Writing a Paragraph Using Supporting Details, p. 372 • Lesson 12: Using Information from Multiple Sources, p. 380

(continued)

Grade 6 Year-at-a-Glance

MONTH 6 Section 5: Introductions and Conclusions	MONTH 7 <i>Process Writing</i> Section 6: Authentic Writing Tasks	MONTH 8 <i>Review all skills as needed</i>	MONTH 9 <i>Review all skills as needed</i>	MONTH 10 <i>Review all skills as needed</i>
<p>Introductions:</p> <ul style="list-style-type: none"> Lesson 1: Leads and Topic Sentences, p. 391 Lesson 2: Writing an Attention Grabbing Lead, p. 397 Lesson 3: Effective Topic Sentences, p. 403 Lesson 4: Writing Topic Sentences, p. 405 Lesson 5: Writing the Introduction Paragraph, p. 408 Lesson 6: <i>Writing in Response to Text: Introduction Paragraph</i>, p. 417 <p>Conclusions:</p> <ul style="list-style-type: none"> Lesson 7: Revising Dull Conclusion Paragraphs, p. 423 Lesson 8: Revise This Conclusion Paragraph, p. 426 Lesson 9: Definitive Words and Phrases and Informative Verb, p. 430 Lesson 10: The Hypothetical Anecdote, p. 434 Lesson 11: Analyzing More Complex Conclusions, p. 436 Lesson 12: Crafting Powerful Conclusion Paragraphs, p. 438 Lesson 13: Broadening Your Topic, p. 444 Lesson 14: <i>Writing Response to Text: Conclusion Paragraphs</i>, p. 447 <p>From Section 6: <i>Authentic Writing Tasks Steps for Approaching Response to Text Compositions</i>, p. 477 Choose an appropriate text or paired texts from your curriculum and write a response.</p>	<ul style="list-style-type: none"> Lesson 1: Analyzing Prompts for Givens and Variables, p. 466 Lesson 5: 7-Day Process Writing Timeline, p. 519 <p>Process Writing Piece</p> <p>Choose an appropriate expository topic and use the process writing timeline to put a fully developed piece together.</p> <p>Throughout the rest of the year, review all skills and apply to content area themes or units. (Read science or social studies texts and respond using the Response to Text skills learned and/or the expository/opinion skills.)</p> <p>In addition, choose from these appropriate authentic tasks to enhance and inform your instruction.</p> <ul style="list-style-type: none"> Reference Pages: <i>Clue Words in Writing Tasks</i>, pp. 463-464 Reference Pages: <i>Steps for Approaching Response to Text Compositions</i>, p. 477 Lesson 2: <i>Identify the Theme</i>, p. 479 Lesson 3: <i>Read Like an Author</i>, p. 490 Lesson 4: <i>Writing the Literary Analysis Exploring "Point of View"</i>, p. 500 <i>Additional Literary Analysis Task Assignments</i>, p. 514 	<ul style="list-style-type: none"> Research Project - Use a science or social studies theme to make an authentic application to the skills learned. 	<p>End of Year Assessment</p>	<p>Review all skills as needed</p>





Let's Compare Expository, Opinion, and Response to Text

	EXPOSITORY	OPINION	RESPONSE TO TEXT
Organization	Expository/informative Pillar	Opinion Pillar	Expository/informative Pillar
Purpose	To inform	To state a personal opinion	To demonstrate comprehension
Introduction	Lead/topic sentence	Lead/opinion statement	Summarize the source material Turn the Question into the Response
Body of Piece	Main ideas	Main reasons	Main ideas
Supporting Details	What does it "look" like? Why is that important? Did you give a specific example? Quotes, statistics, anecdotes, amazing facts, descriptive segments	What does it "look" like? Why is it important? Did you give a specific example? Quotes, statistics, anecdotes, amazing facts, descriptive segments, personal experience	Cite evidence: Quotes, statistics, amazing facts Paraphrase Compare/Contrast information Use evidence from all source material
Conclusion	Creatively restate each idea	Creatively restate each reason Restate the opinion	Reiterate topic and main ideas Synthesize information & draw conclusions Evaluate how information inspires or challenges



STRATEGIC READING GUIDELINES

1. Circle the ***title***. Ask students what the title reveals. (the ***topic***) Remind them that the topic tells the reader what the entire piece will be about. **Model** this for students and have them do the same.
2. Number each paragraph for reference purposes.
3. Point out and underline the ***headings***. Explain that the headings allow you to quickly skim and scan the piece and get a sense of the ***main ideas*** of the piece.
4. Fill in the summarizing framework, based solely on the title and headings.

TOPIC: _____

Main Idea #1: _____

Main Idea #2: _____

Main Idea #3: _____

- Discuss the way that identifying the topic and headings can set a purpose for learning. As readers they already have a good idea what they'll be reading about, which aids in comprehension.
 - Discuss how a summary such as this might be an excellent way for an author to begin. (Helps with organization and focus.)
5. Next, in each paragraph, have students locate all **bold-faced** or ***italicized*** words. Explain that these are key vocabulary words that might be new to the reader. These keywords are usually either preceded or followed by a definition to aid in understanding. Point out that these specially marked words indicate some of the important ***details*** in the piece.
 6. Point out the ***photograph*** and its ***caption***. Ask students why both are important.

7. Next, on the white board or chart paper, translate the information on the summarizing framework into an extended summary using the following sentence starters:

This expository text provides information about _____.
We'll discover _____, learn about _____,
and become familiar with _____.

Or...

This informative piece discusses _____. The author
explores _____, investigates _____,
and reveals _____.

8. Finally, have students read the text independently. Discuss how examining the following text conventions: title, headings, bold or italicized key words, photographs and captions guide their reading – think about how much they've learned before they've even started reading! Also point out the way that the author organized the information made it more accessible to the reader.

LESSON 14

Objective

Students analyze response to text questions to identify key phrases, and use these phrases to frame their written response in the form of a restatement.

Procedure

1. Explain to students that one way to powerfully demonstrate their understanding of a written passage is to write about it. In writing about reading, the author must respond to a question or questions about the text and craft a clear, focused response. A great way to get started is to locate a key phrase within the question and repeat that key phrase at the beginning of their written response.

2. Write or project the following question for the class:

Write a response outlining the plant and animal life found in a freshwater ecosystem.

3. Read the question aloud and ask students what it is all about. Explain that *plant and animal life found in a freshwater ecosystem* is the key phrase in the question. This is the phrase they will repeat in their response. MODEL how to begin their response with this key phrase and underline it:

There is a multitude of plant and animal life in a freshwater ecosystem. Another might be: A freshwater ecosystem supports both plant and animal life.

4. Write or project the following question for the class.

Write a response describing why domestication of animals was so important to early humans.

Read the question aloud and ask students what the question is all about. (domestication of animals) Explain that *why domestication of animals was so important to early humans* is the key phrase in the question. This is the phrase they will repeat in their response. Model how to begin their response with this key phrase and underline it:

Ex. Domestication of animals was important to early humans for several reasons.

There are several reasons why domestication of animals was important to early humans.

LESSON AT A GLANCE:

Whole Class, Small Group, Independent Activity

- Read the response to text question or assignment.
- Restate the question to become the topic sentence.

Turning Questions into Responses

5. Explain that this first sentence in their written response becomes their topic sentence. The restatement (topic sentence) tells the reader what they will learn by reading on. Of course, without reading the source text, it's impossible to craft a full response. Remember, our objective here is simply to reiterate the key phrase as a means of getting started. Also, explain to students that when the prompt reminds them to cite examples or evidence, these specific textual references do not need to be included in the topic sentence, but in the body of the writing that would follow. Direct them to **GUIDED PRACTICE** using either one of the student activity sheets **Turning Questions into Responses**, pp. 208-209, and assign the second for independent **APPLICATION**, in class or as homework.

Sample Responses

Keep in mind that these are just suggestions and not meant to exclude other ways of stating the same thing. Below, we provide examples of some “flipped” sentence options in italics.

Turning Questions/Prompts into Responses (1)

1. There are many reasons why it's important to protect wilderness areas.
 - *Protecting wilderness areas is important for many reasons.*
2. Programs such as DARE (Drug Abuse Resistance Education) have benefits and limitations.
 - *There are both benefits and limitations to programs such as DARE (Drug Abuse Resistance Education).*
3. Katniss Everdeen takes responsibility for her family in many ways.
 - *There are many ways in which Katniss Everdeen takes responsibility for her family.*
4. In this poem the poet used numerous images to set a gloomy tone.
 - *To set a gloomy tone this poem, the poet used numerous images.*

Turning Questions/Prompts into Responses (2) (Again, students may come up with a number of *flipped* sentence options.)

1. There are both similarities and differences between life in the Victorian era and the present day.
2. There were numerous difficulties encountered during the construction of the Panama Canal.
3. In these stories, both Scott and Ava learned the value of forgiveness.
4. Theodore Roosevelt and John J. Audubon both contributed to wildlife conservation around the world in many ways.

Name _____

TURNING QUESTIONS INTO RESPONSES (1)

DIRECTIONS: Read each question/prompt below and underline the key phrase. Then, on the lines beneath the question, use this key phrase in your **TOPIC SENTENCE**.

REMEMBER: When writing a response to text, you will be given a question or prompt to consider. Within the question or prompt you'll find a *key phrase* that you'll need to address. One effective way of getting started is to use this key phrase in the first line of your response. This key phrase becomes your *TOPIC SENTENCE*. Keep in mind also that you can revise this topic sentence later in the writing process.

1. Using evidence from the text, describe the importance of protecting wilderness areas.

2. Write an essay explaining the benefits and limitations of programs such as DARE (Drug Abuse Resistance Education) Be sure to cite examples from the text.

3. Based on examples in the story, explain how Katniss takes responsibility for her family.

4. Write an essay explaining how images the poet created contribute to the gloomy tone of the poem.

ELABORATION TOOLS FOR RESPONSE TO TEXT TASKS

When writing in response to text, it's important to cite evidence from the source material without copying word for word. Here are some ways to cite evidence in interesting ways:

- **SUMMARIZE**

In a sentence or two, *summarize* the topic and main ideas of the source material.

Ex. *In the texts The Appalachians: The World's Oldest Mountain Range and The Himalayas: The World's Youngest Mountain Range, we explore physical features of two different highland regions and learn about the plant and animal life found there, as well as the human history of each.*

- **PARAPHRASE**

In your own words, rephrase specific details in the source material in order to support your summary.

Ex. *Used to generate electricity, clean burning coal is found in abundant supply in the mountains.*

- **CITE THE SOURCE TEXT**

Cite specific words, phrases, examples from the source material, using quotation marks to indicate the source author's exact words.

Ex. *In paragraph three the author states: "The remains of humans who stood over eight feet tall with double rows of teeth and skulls twice as thick as our own have been found in several burial mounds in the southeastern Appalachians."*

LESSON 10

Objective

Students use skimming and scanning skills to highlight key information in two different texts in order to address the specific requirements of a compare and contrast writing assignment that simulates research. They read and analyze an exemplar response text and, using this as a model, sort relevant information from their grid chart into a thoughtful, well-organized pre-writing plan and begin a draft.

Procedure

1. If you haven't already, engage students in the usual annotation and analysis process for both texts, The Immigration Experience: Filipinos in North America, and The Journey of Italians to the Americas. Use the annotated teacher versions, pp. 294-295, and pp. 298-299, to guide the process.
2. Remind them that when authors write they often have to refer to multiple sources to find the information they need to inform their writing (research). In order to do this it's helpful if authors know, in advance, what specific information they'll need to find in order to complete their writing assignment. Analyzing the assignment for givens and variables helps identify research questions.
3. Project, distribute, and discuss the writing assignment and Discussion Questions, pp. 302-303.

You have read two informative texts about the immigration of Filipino and Italian people to the Americas. Write an essay outlining the similarities and differences in their immigration experiences. Be sure to cite evidence from both texts.

4. Walk them through the Discussion Questions, pp. 302-303. Use the Annotated Teacher's Version, pp. 304-305.
5. Distribute copies of the Comparison Grid, p. 306, and project this. Citing information from both texts, assist students in filling in the comparison grid with simple bulleted notes. (See sample, p. 307. For more on note-taking see, p. 350.)
6. MODEL how to incorporate a detail from the grid into the writing:
Ex. Noting the grid details under the "Reasons for Immigration" column, you can clearly see that both groups left their native lands because of poverty and lack of opportunity. Explain that a like characteristic can be expressed in a single sentence using the word 'both' or in two separate sentences using a transitional phrase such as 'likewise' to connect the two:

LESSON AT A GLANCE:

Whole Class Activity

- Project assignment and questions
- Walk through together
- Complete Comparison Grid
- MODEL how to add detail into writing
- Match details with source

Comparing & Contrasting in Research Simulation Tasks

Both the Italian and the Filipino immigrants were motivated to leave their native lands because of poverty and lack of opportunity.

Or...

At the turn of the century, Italians left Europe seeking opportunity and hoping to escape poverty. Likewise, today Filipino people immigrate to the U.S. and Canada for the same reasons.

7. Next, project the Exemplar Text, pp. 308-309, and have individual students match the details in this piece with the evidence in both source texts. If the evidence came from The Immigration Experience: Filipinos in North America have them underline it in blue in the Exemplar Response. If it came from The Journey of Italians to the Americas underline it in red. In this way students begin to see the clear connection between the source material and the written response to it.

Be sure to point out that the author of the exemplar response did not copy word for word, except when directly citing the source. Copying without citing would be *plagiarizing*. Instead, the author reworded the material (paraphrased) and referenced the article/author.

BONUS: Have students circle all of the various ways the authors of these pieces refer to Italian and Filipino immigrants in these texts. (**word referents**) It's important for students to understand the many ways an author can refer to the same thing, and learning to recognize word referents helps. Then have them circle all of the **informative verbs** used in the exemplar piece. Also point out the **transitional words and phrases** that are helpful in compare/contrast writing and list these as follows:

TRANSITIONAL WORDS AND PHRASES

- Both
- Likewise
- Also
- Despite this
- In addition
- However
- Besides
- Additionally
- Surprisingly

8. Finally, on another day, have students, in directed fashion, begin their draft. Their prewriting plan might look like this:

TOPIC: *Filipino and Italian Immigration*

MAIN IDEA #1: *Reasons for immigrating*

MAIN IDEA #2: *Building new lives*

MAIN IDEA #3: *Agricultural jobs*

Explain that they will only construct their introduction using a summary paragraph, linking main ideas to informative verbs. (Display the chart of Informative Verbs, p. 164) On subsequent days approach each body paragraph in directed fashion, modeling how to paraphrase and cite from the texts. Project the Citing Sentence Starters, p. 317, to help with fluency.

Since we haven't yet discussed conclusion paragraphs you can set their writing aside and complete it after you've covered conclusions, p. 420, or you can simply explain that in the conclusion, for now, they can write what they thought the significance of these texts were to them personally, what they learned from them, and how they might view immigrants differently. (More specific techniques on crafting Response to Text Conclusions, p. 446.

RESEARCH SIMULATION TASK DISCUSSION QUESTIONS - FILIPINO/ITALIAN IMMIGRATION

You have read two informative texts about the immigration of Filipino and Italian people to the Americas. Write an essay outlining the similarities and differences in their immigration experiences. Be sure to cite evidence from both texts.

1. Fill in the summarizing frameworks, below, for each text:

FILIPINO IMMIGRATION

TOPIC: Filipino Immigration

MAIN IDEA #1: History

MAIN IDEA #2: Reasons for immigration

MAIN IDEA #3: New lives in US and Canada

ITALIAN IMMIGRATION

TOPIC: Italian Immigration

MAIN IDEA #1: Reasons for immigration

MAIN IDEA #2: New lives in the US

MAIN IDEA #3: Agricultural jobs in South America

2. What do you notice about the second main idea in each summarizing framework?

They have both similarities and differences.

3. What are the “givens” in the boxed assignment?

One similarity and one difference.

4. Go back to each text. Based on your main idea “blurbs” in the margins, circle the “reasons for immigration” paragraphs in yellow, the “new lives” paragraphs in pink, the “agricultural jobs” paragraphs in orange.

5. Create a summarizing framework for this essay:

TOPIC: Filipino and Italian Immigration

MAIN IDEA #1: Reasons for immigration

MAIN IDEA #2: City life

MAIN IDEA #3: Agricultural jobs

6. Based on your summarizing framework and the assignment, write a topic sentence for your essay and both main idea sentences:

TOPIC SENTENCE: The immigration experiences of Italians and Filipinos are similar in some ways and differ in others.

MAIN IDEA SENTENCE #1: Both of these hardworking ethnic groups left their native lands in search of opportunity.

MAIN IDEA SENTENCE #2: Filipino and Italian immigrants established new lives for themselves in North America.

MAIN IDEA SENTENCE #3: A great number of Italian immigrants seeking a future in farming chose South America over the U.S.

7. Go back to both texts. Underline evidence of their commitment to search for opportunity in green, their new lives in red, and agricultural jobs in blue. Then, use the Grid, p. 306, to organize and list your evidence to support each main idea.

BONUS: Go back to each source and circle the word referents the authors refer to immigrants.

ambitious islanders

industrious arrivals

determined newcomers

southern Europeans

destitute newcomers

COMPARISON GRID

	FILIPINO IMMIGRANTS	ITALIAN IMMIGRANTS
Reasons for Immigration	<ul style="list-style-type: none"> • Limited opportunity and poverty • Possible governmental corruption; high taxes • Overcrowding in city • War brides. • Military recruits • Agricultural labor shortages • Many educated 	<ul style="list-style-type: none"> • Limited opportunity and poverty • Government controlled by the north; high taxes • Natural disasters left many homeless
City Life	<ul style="list-style-type: none"> • English speaking settling the cities of Los Angeles, Chicago, Toronto and Vancouver. • Many trained in medical fields and find well-paying jobs. 	<ul style="list-style-type: none"> • Settled mostly in New York • Most illiterate with limited English language skills. • Unskilled laborers, digging subway tunnels and building bridges. Competed with Slovak and Polish laborers and were paid less.
Agricultural Jobs	<ul style="list-style-type: none"> • Only the earliest Filipino Immigrants did agricultural work 	<ul style="list-style-type: none"> • Settled in South America, mostly Argentina. • Worked on coffee plantations, sheep and cattle ranches. • Hoping to buy land and have their own farms.

EXEMPLAR TEXT

Introduction **FILIPINO AND ITALIAN IMMIGRANTS**

1.) In these articles we learn about the journeys of Filipino and Italian immigrants who left their native countries for a variety of reasons to build new lives and fill agricultural jobs in the Americas. The experiences of these two distinctly different ethnic groups are similar in some ways, but totally unique in others. *Topic Sentence*

2.) Both authors cite poverty and lack of opportunity in their native lands as the primary reason why Filipinos and Italians immigrated to the Americas (and, in the case of Filipinos, continue to do so). The text also mentions that suspected political corruption in the Philippine Islands and high taxes motivate many Filipinos to leave. In Italy, a government controlled by the northern regions of the nation that heavily taxed the southern peninsula as well as the island of Sicily sparked an exodus of more than four million Italians during the early years of the 20th century. Also in Italy, natural disasters, including the eruption of Mount Vesuvius and a tsunami in the Strait of Messina at that same tumultuous time, left thousands homeless and with nothing left to lose. As the text explains, another reason for Filipino immigration was to fill agricultural labor shortages. Following World War II, more of these South Pacific islanders arrived in the U.S. as war brides and military recruits.

3.) The texts state that most of the immigrants, both the Filipinos and the Italians succeeded in building lives for themselves in their new homelands. However, the Filipino newcomers of today seem to arrive better prepared to assimilate into North American life than the Italian immigrants in the early 1900s. Most of today's Filipino immigrants arrive with good English language skills and job skills, many trained in medical professions. The text emphasizes that Canada was, and continues to be, the preferred destination of many Filipino immigrants, stating: "Canada, which saw a 146% jump in Filipino immigration over the past decade, elected its first senator of Filipino descent in 2014." In the cities of Canada as well as the U.S., these hardworking newcomers are clearly distinguishing themselves. In contrast, Italian immigrants at the turn of the century lacked both job and

*reasons**new lives*

language skills. For most, their only option was physical labor like digging subway tunnels and building bridges. Further, they had competition for those jobs from Slovak and Polish immigrants who were preferred for their more robust physical stature. When they were hired, the Italians were paid less. Another difference between the two ethnic groups is that Filipino immigrants live primarily in the states of California and Hawaii while most Italian immigrants at the turn of the century settled in New York.

4.) One of the most significant differences between Filipino and Italian immigrants is that only the earliest newcomers from the South Pacific Island arrived seeking agricultural jobs and none went to South America for that purpose. However, many Italian immigrants did and Argentina was their preferred destination. Hoping to buy land and start their own farms, they took jobs on coffee plantations and on sheep and cattle ranches. Of course, they faced many difficulties. Their wages were low and restrictions on landownership made it nearly impossible for them to buy land. But, as it did for their counterparts in the U.S., the Italians persevered and eventually prospered in their new land. As the author explains: "In Argentina today, about 25 million people, or 62% of the total population, have some degree of Italian in their ancestry. Their dialects have been integrated into Argentina's native Spanish language and their foods have had a tasty influence on South American cuisine."

agricultural jobs

5.) Without a doubt, these articles opened my eyes to the experiences of Filipino immigrants of recent years as well as the Italians in the early 1900s. Learning about the reasons why they left their native lands and the new lives they built, including those on farms and ranches in South America is surely valuable. *conclusion*

Notice the sentence starters used to cite evidence from the text.

Teacher Background: Paraphrasing

Paraphrasing is another important tool, not just for response to text or research simulation tasks, but in any essay or report writing that is informed by way of source material. “Saying it in your own words” is a tricky challenge for students. They often tend to copy source material word for word. This is the time for a conversation about plagiarizing, or taking or implying credit for the written words of another author. At the computer keyboard it’s so easy to highlight or copy relevant online text, paste it into a report, change the font, and have it disappear into a composition. So, what do students need to know in order to effectively paraphrase the words of a source author?

1. Begin with some reference to the source material – some simple sentence starters can really help with this.

Ex. In this text _____.

The author explains how _____.

The article illustrates why _____.

In paragraph 2 we learn that _____ etc.

Once again, the use of informative verbs can really help to reference the source material and give credit to the original author.

2. Look for a key word and assign a word referent in its place. (Remind students of the techniques presented on p. 215) on word referents and sentence variety. The application of these skills is a great way to learn to paraphrase. They can also use the thesaurus.
3. Flipping the sentence subject, in conjunction with word referents is another helpful tool for paraphrasing. (p. 283)

Name _____

PARAPHRASE IT!

When writing a response to text or when using researched material in a report or an essay it's important not to take another author's words and use them as your own. That is called **plagiarism**. Instead, you need to refer to the text or source material and then express what you learned in your own words. This is called *paraphrasing*.

Read each sentence below from a text titled, **Extreme Sports**. On another piece of paper, paraphrase each sentence in your own words. Use sentence starters and replace underlined words or phrases with word referents. Then, try "flipping the sentence."

Ex. Wingsuit sky diving is an extreme sport for only the daring few who find it thrilling to plummet from vast heights.

In the article, we learn that plummeting from vast heights is a thrill for the daring few who enjoy the extreme sport of wingsuit skydiving.

Underline the sentence starter and circle each word referent used for the underlined key words. Notice how the writer "flipped the sentence," below:

For the daring few who enjoy free falling from vast heights, the dangerous diversion of wingsuit skydiving delivers thrills, according to the article.

1. There are a multitude of dangers associated with rock climbing, including dehydration and falling.
2. Specially designed tools and mountaineering boots make the challenging sport of ice climbing less risky.
3. Navigating strong river currents and churning white waters in an inflatable craft is an extreme sport for good swimmers with adventurous spirits.
4. The complicated sport of Bossaball is like a game of volleyball played on trampolines to the driving beat of Samba music.

SENTENCE STARTERS:

- The author discusses _____ .
- In the article we learn that _____ .
- The text explains the way _____ .
- It was interesting to learn how _____ .
- Reading the piece, I discovered that _____ .
- The writer outlines _____ .
- The reader learns that _____ .
- This informative piece examines _____ .
- In this article we discover _____ .
- According to this article _____ .
- Based on this text _____ .

BONUS: Select several sentences from a textbook, magazine article, or nonfiction book and *paraphrase* them using these techniques.

NOTE TAKING - EXEMPLAR

Lecturer says: The central nervous system consists of the brain and the spinal cord.

Student writes: Central nervous system - brain/spinal cord

Lecturer says: The peripheral nervous system includes the nerves that branch out from the spinal cord and carry messages to other parts of the body.

Student writes: Peripheral nervous system - nerves

Lecturer says: The brain is divided into left and right hemispheres each of which has a specialized purpose.

Student writes: Brain - left /right hemispheres (A quick sketch might be equally effective!)

Lecturer says: Located between the brain and the spinal cord, the brain stem controls breathing, heart rate and sleep.

Student writes: Brain stem - breathing, heart rate, sleep

NOTE: Keep in mind that “the lecturer” can be a teacher delivering instruction, the narrator or host of a video, or the presenter of a power-point report.

1. **Lecturer says:** The cerebellum lies at the base of the brain and controls balance as well as muscle movements.

Student writes: _____

2. **Lecturer says:** Nerve cells are called neurons and they deliver messages from the spinal cord to the brain.

Student writes: _____

3. **Lecturer says:** The hippocampus is the specialized part of the brain responsible for memory.

Student writes: _____

Name _____

TAKE SOME NOTES

Read the complete sentences below and translate them into brief notes. Write just enough to trigger your memory of what the sentence taught you so that you can recall it at a later time. Focus on keywords. Keep it short by using dashes (-) and slashes (/) whenever you can.

1. Cells are made of protein and organelles, which are tiny structures within a living cell.

Your notes: _____

2. Created in the bone marrow, red blood cells transport oxygen around the body.

Your notes: _____

3. Mitochondria are organelles that provide a cell with energy.

Your notes: _____

4. Another organelle, known as the cytoplasm, consumes that energy.

Your notes: _____

5. A third organelle is the nucleus of the cell where the genetic code is stored.

Your notes: _____

6. Mitosis is the process of cell division that creates two identical cells.

Your notes: _____

7. Animal cells are irregular in size and shape while plant cells are more uniform.

Your notes: _____

8. Plant cells contain chloroplasts which absorb the sunlight necessary for the process of photosynthesis to begin.

Your notes: _____

VOCABULARY LIST

Protein: Large biological molecules consisting of the amino acids necessary to build healthy living tissues such as muscle, hair, enzymes and antibodies.

Organelle: Specialized structures with specific functions found within a living animal cell.

Cell: the smallest unit of a living organism.

Chloroplast: a part of a plant cell that includes the chlorophyll necessary for photosynthesis.

Photosynthesis: the process through which green plants and some other organisms use sunlight to transform carbon dioxide and water into nutrients.

Teacher Background: The Introduction Paragraph in Response to Text

Whether in straight expository/informative writing (*generative*) or when writing an expository essay in response to text (*responsive*), the purpose of the introduction paragraph is the same - to let the reader know what she/he will be learning by reading the piece. But, since the purpose of each type of writing is different, the nature of the introduction will change as well. A more straightforward, matter of fact introduction is appropriate for responding to text, as the purpose is to simply demonstrate deep comprehension.

What are the techniques suitable for this task?

The good news is applying previously learned skills can empower students to produce an effective introduction for a response to text assignment.

The skills we can apply to Response to Text introductions are:

1. Analyzing Assignments for Givens and Variables, p. 179
2. Using the Summarizing Framework to craft a paragraph with Informative Verbs, p. 79
3. Turning Questions into Responses, p. 204

Let's start with a typical response to text task:

You've read two articles on Gold Rushes in North America – one about the California Gold Rush and the Yukon Gold Rush. Write an essay comparing their beginnings, peak years, and aftermath. Then, based on both articles, explain which of these Gold Rushes you believe had a greater impact on North American history.

1. Analyze the assignment for givens and variables:
Givens: Compare the beginnings, peak years and aftermaths of the California Gold Rush and the Yukon Gold Rush
Variables: Impact on North American history
2. Use a summarizing framework to craft a paragraph with informative verbs.
Topic: California vs. Yukon Gold Rush
Main Idea #1: Beginnings
Main Idea #2: Peak Years
Main Idea #3: Aftermath
Main Idea #4: Impact on North American history

The Introduction Paragraph in Response to Text

These texts trace the progression of the California and Yukon Gold Rushes from their beginnings, through their peak years. These texts also explore the aftermath of these historic events.

3. Turn the question into a response.

While both of these Gold Rushes brought settlers to the frontier, I believe the California Gold Rush had a greater impact on North American history.

4. By combining these techniques students can compose a solid introduction paragraph:

These texts trace the progression of the California and Yukon Gold Rushes from their beginnings, through their peak years. The two articles also explore the aftermath of these historic events. While both of these Gold Rushes brought settlers to the frontier, I believe the California Gold Rush had a greater impact on North American history.

STRATEGIES FOR CRAFTING A RESPONSE TO TEXT INTRODUCTION

1. Read the assignment or prompt and analyze it for **GIVENS** and **VARIABLES**.
2. Fill in a **SUMMARIZING FRAMEWORK** for each source text and use this to write a paragraph using **INFORMATIVE VERBS**.
3. Read the assignment and **TURN QUESTIONS INTO RESPONSES**.

You've read two articles on Gold Rushes in North America – one about the California Gold Rush and the Yukon Gold Rush. Write an essay comparing their beginnings, peak years, and aftermath. Then, based on both articles, explain which of these Gold Rushes you believe had a greater impact on North American history.

1. Analyze the assignment for **GIVENS** and **VARIABLES**:

Givens: Compare the beginnings, peak years and aftermaths of the California Gold Rush and the Yukon Gold Rush

Variables: Impact on North American history

2. Use **summarizing framework** to craft a paragraph with informative verbs:

TOPIC: California vs. Yukon Gold Rush

Main Idea #1: Beginnings

Main Idea #2: Peak Years

Main Idea #3: Aftermath

Main Idea #3: Impact on North American history

These texts trace the progression of the California and Yukon Gold Rushes from their beginnings, through their peak years. The two articles also explore the aftermath of these historic events.

3. **Turn the question into a response:** *While both of these Gold Rushes brought settlers to the frontier, I believe the California Gold Rush had a greater impact on North American history.*

4. **By combining these techniques students can compose a solid introduction paragraph:**

These texts trace the progression of the California and Yukon Gold Rushes from their beginnings, through their peak years. The two articles also explore the aftermath of these historic events. While both of these Gold Rushes brought settlers to the frontier, I believe the California Gold Rush had a greater impact on North American history.

Teacher Background:

The Conclusion Paragraph in Response to Text

In both straight expository/informative writing (*generative*) and in response to text essays (*responsive*), the function of the conclusion paragraph is to wrap up the piece of writing in a kind of synopsis, providing a summation of the key points presented in the body of the piece.

However, in response to text, the conclusion paragraph is the perfect place for students to demonstrate a deeper level of comprehension relative to the source texts. In evaluative comprehension, the student writer builds on literal understanding and inferential reasoning, weighing information in regard to his/her own experience of the world, extending cause and effect thinking, considering how the source material might influence or affect the world in which they live. When engaged in evaluative thinking, the student will reflect on the information provided, make connections to other related subjects and perhaps challenge held assumptions about the topic. They might be inspired to take action, support a cause or conduct research to learn more. All of this can be expressed in a powerful conclusion paragraph as evidence that the writer has assimilated the information on a deep and personal level.

Therefore, to guide students' thinking in this regard, there are a number of techniques that are helpful.

- REITERATE your TOPIC and MAIN IDEAS (*literal*)
- Based on the prompt or assignment SYNTHESIZE information from source materials to draw a conclusion (*inferential*)
- EVALUATE how the information and your conclusion might inspire or challenge you, or change your view of the world (*evaluative*)

Reiterate Topic
and Main Ideas

Ex. Based on the two texts, it is reasonable to conclude that mammals (including humans), reptiles, and fish all have the potential to enjoy long, healthy lives.

Synthesize

Considering the information presented in these articles, my first recommendation to my friend who hopes to live to the age of 150, would be to reduce the stress in her life. Since I was intrigued by the evidence that cold temperatures help slow the aging process, I would also suggest that she make a habit of taking cold showers and swimming in cool waters. Additionally, I would urge her to stick to a primarily plant-based diet, like the Galapagos Tortoise and the people of Ikaria. Without a doubt, the information presented made me realize how fast-paced my life really is and how much processed food is in my diet. As a result of what I've learned, I am going to try to make time for naps and eat more fruits and vegetables.

Evaluate

Keep in mind that some source material may lend itself more readily to this kind of an evaluative conclusion - other material may be more literal in nature. Regardless, the best conclusions will draw on these techniques, encouraging the reader/writer to think about the topic in more sophisticated ways.

Steps For Approaching Response to Text Compositions

1. Read source texts, **ANALYZE** and **ANNOTATE**.
2. Fill in a **SUMMARIZING FRAMEWORK** for each source text.
3. Analyze the prompt for **GIVENS** and **VARIABLES**. What are the questions being asked?
4. Create a **GRID** to compare both texts.
5. Based on the grid create a new **SUMMARIZING FRAMEWORK** outlining the response to text composition.
6. Write **INTRODUCTION** using main ideas and informative verbs. (literal comprehension)
7. Compose a **BROAD YET DISTINCT MAIN IDEA SENTENCE** for each body paragraph.
8. Support each main idea with **CITED EVIDENCE** from the text. Use word referents and transitional words and phrases.
9. Write a **CONCLUSION** that includes evaluative thinking – how was the reader affected by the texts? What applications can be made to the writer’s life?

These steps can be approached in a single sitting as impromptu writing, or can be applied over several days or more, one step at a time. At first, it’s wise to guide students through the process in directed fashion, discussing and modeling each step, reminding them that they’ve practiced all of these skills discretely in the past. Also remember that you don’t need to wait until late in the year for students to undertake this, despite the fact that they may not have learned all of the skills yet. Simply hold students accountable for what you’ve already taught, and **MODEL** what you haven’t taught yet, understanding that their attempts to emulate what you’ve modeled will not be of the same quality as the skills they’ve practiced over time.

Teacher Background:

Literary Analysis Task: Identifying “Theme” in Writing

Sometimes literary analysis tasks involve having students identify the theme of a piece of narrative writing, a play, or poetry. Theme can be defined as the author’s view or opinion about some aspect of life or human behavior. In a narrative story or play the theme is expressed through the main character’s problem, significant experience or adventure, the thought processes involved in making meaning of it, as evidenced by the thoughts, feelings, actions and decisions the main character (also referred to as the narrator) makes. The theme is seldom explicitly stated. The reader needs to read closely to infer what the theme might be. Some common themes that the narrator/main character might grapple with include questions of loyalty, the meaning of friendship or family, the value of honesty, courage, perseverance, self-sacrifice, acceptance, compassion, cooperation. Poems also might express a theme through the title, imagery within the poem, or poetic devices such as similes or metaphors.

Keep in mind, that while the genre of the texts being analyzed for this purpose (exploring theme) are usually narrative stories, plays or pieces of poetry, the related writing task is *expository* in structure and purpose. The author needs to present her/his analysis in a logical sequential way, presenting their topic, an introduction that identifies the theme, a number of body paragraphs, each with a main idea and supporting details, and a conclusion. The supporting details need to include specific examples from the text as evidence.

Literary analysis is primarily about inferential reasoning and is best informed through deep discussion. Taking students beyond literal comprehension requires looking closely at action, dialogue, description, what feelings “look” like, figurative language, connotation, and text structures (the way the text is presented - paragraphs, scenes, acts, stanzas, for example). It also involves challenging students to compare and/or relate the story or poem to his/her own life (evaluative thinking) and to use this personal experience and reflection to inform and draw conclusions. Writing in response to these kinds of literary analysis tasks cannot be successful without the deep discussion that fuels multi-layered comprehension. Therefore, a powerful reading-writing connection is critical; their writing will only be as strong as their ability to read and comprehend. The resulting work is as much a measure of reading comprehension as it is of writing.

Teacher Background:

Literary Analysis Task - How to Read Like an Author

When students are asked to write in response to a piece of literature – generally a narrative story or an excerpt of one, they’re faced with three challenges.

The first challenge is that they need to comprehend, on a deep level, what the author was trying to communicate. Sometimes the message may be straight-forward, but as students mature and the literature they read becomes more sophisticated they need to comprehend on **literal, inferential, and evaluative** levels. Not only *what* happened in a story, but the complexity of *why* it happened. They need to connect the dots between cause and effect. This “why” part of comprehension involves critical inferential reasoning, making associations between hints or clues that the author skillfully placed in order to engage and intrigue the reader more fully. In order to do this the reader must apply evaluative thinking, weighing story circumstances against personal experience, stepping into a character’s point of view to better understand things like motivation and emotional responses and reactions to story events.

After this, comes the **second challenge**, which is related to the first. The student needs to understand author’s craft, to recognize the techniques an author uses to skillfully tell the story, show character traits, hint at the untold story between the lines. It’s important to be able to identify the basics such as character, setting, problem, solution, but also to understand the ways authors create and apply detail, suspense, the manner in which they craft scenes using action, description, dialogue, thoughts and feelings. The places where an author applies these techniques are the story critical moments – and authors purposefully and intentionally use these skills to direct readers’ attention to these spots in the story. (For more on narrative craft, see [The Comprehensive Narrative Writing Guide](#).)

Thirdly, it’s a challenge for students to synthesize all of this rather subjective information into a well-organized written response designed to demonstrate their depth of understanding. So, in addition to deep comprehension and knowledge of author’s craft, students need to be able to communicate this in a well-organized piece of exposition. Even that can be confusing – analyzing a narrative text via an expository response.

Therefore, it’s critically important to set students to their reading with these challenges in mind, and with some strategies to make these challenges manageable.

A basic Empowering Writers philosophy is that the quality of the questions we ask determines the quality of written response students can generate. Over time, students internalize the powerful questions that yield effective results and make them a part of their “thought repertoire.” There are a number of productive framing questions that can be used to help students focus on these more challenging aspects of comprehension and the writing intended to demonstrate it. Asking these questions *before, during, and after* reading can certainly increase comprehension and awareness of author’s craft. See the list of framing questions on the next page.

Framing Questions for Reading & Responding to Literature

- **Who is the main character in the story** (*point of view character/protagonist*)?

This main character is also known as the protagonist or point of view character. The main character is the one conveying the story, the one who is faced with a challenge or presented with an adventure of some kind. The main character may be thrust into a difficult situation against her/his will, or might set out to solve a problem of his/her own free will. In short, the story is all about the main character.

- **Where is the story set?** (*setting*)

The setting is where the story takes place. It is important because the story world affects everyone and everything in it. We see the setting through the five senses of the main point of view character and the way they see it reveals something about their point of view.

- **What is the tone or mood of the story?**

The mood and tone of the story is determined by the main character's attitudes and feelings and is reflected through the description of the setting, word choice, and details.

Ex. Jess scuffed her feet along the floor of the dimly lit hallway and sighed.

What is the mood or tone? (*dark, discouraged*)

Jess danced with her shadow and smiled as she skipped down the hallway of the school.

What is the mood or tone? (*Upbeat, carefree*)

- **What is the main character's problem, challenge, or adventure?**

Most stories involve a problem or challenge faced by the main character. Facing and solving the problem is what reveals character and demonstrates growth. The problem causes the main character to grow, change, and learn something important.

- **What is the main character's motivation?** (*what the character wants*)

Sometimes what the character wants causes a problem, and sometimes a problem causes the main character to want something. It could be that the main character wants a particular outcome and has to struggle and persevere to achieve that.

- **Who or what stands in the way of the main character's motivation?**

It could be a person whose motivation is at odds with the main character's motivation.

Ex. Jill wants to go camping with a friend, but her parents want her to go to her aunt's birthday party. Or, it could be circumstances such as the weather or other event that causes conflict. **Ex. Jill has a camping trip planned but there's a hurricane predicted.**

- **Where does the author use suspense and/or foreshadowing?**

When the main character is wondering or worrying the reader experiences a sense of tension or suspense. Other times the author only reveals part of what's going on, leaving questions in the reader's mind. Foreshadowing occurs when the author hints at some outcome before it happens.

- **How does the main character feel about the situation?**

There is usually a cause and effect relationship between story events and the main character's feelings and responses. The main character's feelings often change in response to events over the course of the story.

- **How does the main character show his/her feelings?**

Most often the author will show rather than tell how story characters are feeling.

Ex. Instead of writing: '**Adam was mad**' the author might write: **Adam's jaw was clenched and he breathed heavily.**

- **How did the main character grow and change in response to story events?**

The most powerful stories are the ones in which the main character struggles, grows and changes. This is why the main character is sometimes referred to as the "hero" or "heroine" of the story. Consider this character as the story begins, and again at the end. There will likely be a difference.

- **What figurative language did the author use and why?**

Authors use similes and metaphors to make strong impressions about story critical characters, settings, and objects. Why did the author draw this comparison? Readers should pay attention to figurative language as a pointer to whatever is important. **Ex.**

Lily's face was set like the wall of stone at the edge of the village. (simile) Lily's face became a wall of stone. (metaphor)

- **What is the theme of the story and how is it demonstrated?**

The main story event, the main character's struggle, and realizations the characters come to point to the story theme. Some common themes are: friendship, courage, acceptance, forgiveness, cooperation, perseverance, loyalty, responsibility, honesty, freedom, kindness, individuality, justice. Have a chart of these abstract nouns (and others) hanging for student reference.

- **What would you do if faced with a similar challenge or adventure?**

In order to empathize and relate to a character's struggles it's important for the reader to consider the times when she/he felt similarly - in this way the reader can better anticipate or predict outcomes and can more readily empathize with the main character.

LESSON 3

Objective

Students read a select piece of literature (or an excerpt), apply and consider the framing questions, and engage in discussion around their verbal responses. Then they turn each question into a response and use sentence starters to express their responses in writing.

Procedure

1. Explain to the class that the strongest readers are those who read “with purpose.” Compare this to a detective trying to solve a mystery. The first thing the detective might do is write down a number of questions he/she needs to answer in order to put all of the pieces of the puzzle together. Without these framing questions it would be much harder to know what the detective’s looking for. Some important clues might be missed.
 2. Photocopy and distribute copies of student reference page: Framing Questions for Reading and Responding to Literature, p. 491. Introduce each example as an important “Text Forensics” question. Explain that the best readers will:
 - Read the entire selection first for sheer enjoyment.
 - Read the Framing Questions and consider them in relation to the text.
 - Reread the selection with these Framing Questions in mind.
 - Annotate the answers to these questions as you come across them in the text.
 - Answer the questions.
 3. Discuss each question, with students offering and defending their responses based on evidence in the text.
 4. Distribute copies of pp. 496-499, and remind students how to turn the key words in the question into a simple written response. MODEL an example or two for them. Then, have them continue answering the questions in this way, in writing (GUIDED PRACTICE).
- NOTE:** You may want to address the first 6 questions one day, and the second 6 questions on a subsequent day, or, if students need more time, discussion, and direction, tackle 3 questions a day for 4 days.
5. Finally, show students how these “answers” can be combined into a paragraph in response to the text. Have them compile these into a paragraph on another sheet of paper or on the keyboard. Have students adjust sentence structure where needed for fluency, sentence variety, and flow and share with the class. **Apply this same question and answer process to any piece of literature your class is reading.**

LESSON AT A GLANCE:

Whole Class and Independent Activity

- Discuss reading with “purpose.”
- Introduce the Framing Questions.
- MODEL applying questions.
- GUIDED PRACTICE

Name _____

WHAT'S THE THEME?

In this excerpt from The Worst Class Trip Ever by Dave Barry, Wyatt Palmer and his classmates from Culver Middle School in Miami, Florida are heading to Washington D.C. for their 8th grade field trip. For Wyatt and his friend Matt, the three-day long adventure trip gets off to a mysterious start when they become convinced that two men on the plane – the big weird guy and the little weird guy – have a bomb in their backpack. As their plane touches down in the nation's capital, the self-proclaimed nerds have just created a major scene trying to wrestle the backpack from the bad guys, getting their fellow passengers in a panic, attracting the attention of a Federal Air Marshal and, worst of all, making fools of themselves in front of a girl named Suzana.

The marshal set the backpack down on a seat, reached inside, and pulled out...

A dragon's head?

It was made out of some lightweight material and painted a million colors. It had big buggy eyes and an open mouth filled with long, sharp fangy-looking teeth.

The marshal held it up and looked at it. "Nice," he said.

"Thank you," said the little guy. "I made it. I am artist. I make traditional folk art from my country."

"And what country is that?"

"Gadakistan. Is near..."

"I know where it is." The marshal put the dragon head back into the backpack and handed it to the little guy. He looked at Matt and me. It wasn't a friendly look.

"Listen," said Matt. "I still think..."

I grabbed his arm. "Shut up," I said.

"But there's..."

"Just for once shut up, okay?"

Additional Literary Analysis Task Assignments

Below you will find a variety of additional Literary Analysis Tasks. Each requires the student to access at least two sources of information on a given topic. These sources might be magazine or online articles, videos, or images. Each requires students to take notes on each source and refer to these notes in composing an essay. Some suggested online resources are provided, but you may choose to substitute other sources of your own, including textbooks, nonfiction texts, etc. (Keep in mind that video content can change, so always check these before referring students to them.) You can also easily substitute curriculum related topics for any of the suggested assignments.

1. You have viewed one video about the blue whale, world's largest marine mammal and another focusing on the African Elephant, the world's largest land mammal. Incorporating information from the videos, as well as two other resources of your choice, write an expository essay comparing and contrasting these two massive mammals. Your essay must include at least three body paragraphs, one focusing on the calls and signals these animals use to communicate.

Suggested video: www.nationalgeographic.com/video/elephant-gestures-play
www.nationalgeographic.com/video/whale_bluecalls

2. In a few years, it may be commonplace for cars to drive themselves. You have read two articles and watched a video about self-driving cars. Use the information provided by those resources to write an expository piece about the pluses and minuses of these technological marvels. Feel free to incorporate additional sources of information if needed.

Suggested video: www.youtube.com/watch?v=mbyhdv1rH4k

3. You have read the story [Giving Up Too Soon?](#), pp. 516-517, and watched a video about how some middle school students are already at-risk for dropping out of high school. Write an expository essay explaining these risk factors and describing how you might help Teddy, the character in the story, if he were a friend of yours.

Suggested video: www.pbs.org/wgbh/pages/frontline/education/dropout-nation/middle-school-moment

4. Find two nonfiction books about a topic you've studied in class (your textbook can be one). Then, find an online article or video on the same topic. Take notes from each source. Then, write an expository piece on this topic. Be sure to cite your sources.

5. You have watched a video about the PH scale and researched the properties of acids, bases, and neutrals. Now write an expository piece describing the characteristics of each. Make sure your essay includes specific examples from the video and explains how the PH scale works.

Suggested video: www.youtube.com/watch?v=k3ASylAlysO