

Handouts

Using Reading and Writing to Support Learning Gateway Resource URAW0002

Text Types

Texts can be divided into two major types: literary and informational (from the Texas Essential Knowledge and Skills). Within these types, specific genres represent possible reading and writing texts that can be used in the content areas.

Literary	Informational	
	Expository and Procedural	Persuasive
<ul style="list-style-type: none"> • Autobiographies • Biographies • Personal narratives • Short stories • Poetry • Dramas and plays • Mysteries • Folktales, myths, and fables • Memoirs • Obituaries • Cartoons and comic strips 	<ul style="list-style-type: none"> • Essays • Reports • Summaries • Analyses • Newspaper articles • Magazine articles • Definitions • Directions • Interviews • Letters • Reviews • Critiques • Procedures (how-to guides) • Newscasts • Pamphlets • Game rules • Announcements • Brochures • Job applications • Observational notes 	<ul style="list-style-type: none"> • Essays • Editorials • Advertisements • Sales pitches • Campaign speeches

Sources:

Teach for America. (2011). *Secondary literacy*. Retrieved from http://teachingasleadership.org/sites/default/files/Related-Readings/SL_2011.pdf

Stempel, A. R. (2010). *An introduction to analytical text structures*. Retrieved from <http://www.adlit.org/article/39554/>

Common Text Structures

Writers use text structures or organizational patterns to organize and present information. Key words differentiate and characterize each text structure or pattern.

Text Structures (Organizational Patterns)	Key Words	Examples of Content Area Writing
<p>Concept and Definition (Descriptive)</p> <p>The writer describes or explains a topic or phenomenon by listing unique characteristics, features, and examples.</p>	<p>for example, involves, can be, defined, for instance, also, within, contain, make up</p>	<ul style="list-style-type: none"> • Provide a detailed definition of <i>democracy</i>. • What is figurative language?
<p>Sequence (Procedural or Process)</p> <p>The writer tells the reader how to do something (step by step) or describes how something is done.</p>	<p>to begin with, first, second, in addition, next, then, last, finally, another, also, earlier, later, now, before, after, following, while, meanwhile, during, not long, when, on (date)</p>	<ul style="list-style-type: none"> • A science lab report • An explanation of how to solve a complex, multistep math problem
<p>Compare and Contrast</p> <p>The writer explains the similarities and differences between at least two objects or ideas. The purpose is to develop the relationship between the objects or ideas and, in the process, explain both in detail.</p>	<p>different from, same as, alike, like, similar to, unlike, as well as, yet, either . . . or, not only . . . but also, compared to, in contrast, while, resembles, although, most, however, on the other hand, opposite, opposed to, similarly</p>	<ul style="list-style-type: none"> • Compare and contrast a trapezoid and a parallelogram. • Compare and contrast Oedipus and Creon as leaders. • Compare and contrast the major elements of Christianity and Buddhism.
<p>Cause and Effect</p> <p>The writer presents a reason or motive for an event, situation, or trend and then explains its result or consequence.</p>	<p>because, so that, thus, unless, therefore, since, in order to, as a result of, this led to, then, reasons for, then . . . so, for this reason, consequently, an explanation for, this reason, nevertheless, thus accordingly</p>	<ul style="list-style-type: none"> • Explain how Descartes' discovery of the coordinate plane changed mathematics. • How and why do plants grow? • How and why do totalitarian governments form?
<p>Problem and Solution</p> <p>The writer states a problem and lists one or more solutions for the problem. A variation of this pattern is the question-and-answer format, in which the author poses a question and then answers it.</p>	<p>a problem is, a solution is, solved by, an alternative, possible answer, issue, therefore, conclusion, evidence is, a reason for</p>	<ul style="list-style-type: none"> • What could be done to reduce pollution? • What can the Federal Reserve do to keep economic crises from spinning out of control?

Reading Like a Writer: I-Charts and Mentor Texts

Lesson Overview

- Incorporates the instructional practice of inquiry charts (I-charts)
- Includes various forms of mentor texts, including print and multimedia
- Differentiates instruction and scaffolds critical thinking by providing a structure for students to learn questioning strategies, note-taking, summarizing, synthesizing, and comparing
- Works for the whole class, small groups, and individuals
- Serves as an organizational tool for writing and the research process
- Includes three steps: planning, interacting, and integrating and evaluating

Note: Successful implementation involves explicit instruction—teacher modeling and thinking aloud followed by multiple opportunities for guided practice.

Planning

- Create a large I-chart for display and/or make copies of individual charts (see the sample I-chart provided later in this handout).
- Identify the topic of inquiry: content area genre or writing form, stylistic writing device, or grammatical point. Place the topic in the left column of the top row. **Optional:** Provide or have students select a content area topic to research.
- Develop relevant questions about the topic. Place questions in the top row of the I-chart, one for each column.
- Collect a variety of mentor texts to critically evaluate and synthesize. Write the title of each mentor text in the left column of the I-chart, one per row.
- If necessary, arrange for time in a library or computer lab with Internet access.

Interacting

- Explore and discuss prior knowledge about the selected topic.
- Critically read (and reread) each mentor text—noticing how authors write to communicate their ideas and message.
- Record relevant information under each question in the corresponding row for a mentor text. Use either sticky notes or write directly on the chart.
- Add new questions that arise for a particular text in the Other Questions column.

Integrating and Evaluating

- Synthesize, compare and contrast, and evaluate what has been learned from each mentor text (horizontally across each row) and across texts (vertically down each column). Reread and think about responses noted for each question. Discuss competing ideas discovered across mentor texts and new questions to explore based on missing or conflicting information.

- Generate concise summary statements (one or two sentences) that move beyond a surface-level understanding. Summarize what was learned in each mentor text (last column) and for each question across texts (bottom row).
- Use the I-chart to help students imitate in their own writing what they learned from the mentor texts. **Optional:** Use the I-chart to organize student writing of an informational essay or other research-related project.

Sources:

Assaf, L., Ash, G., Saunders, J., & Johnson, J. (2011). Renewing two seminal literacy practices: I-charts and I-search papers. *English Journal*, 18(4), 31–42.

Simon, C. A. (n.d.). *Strategy guide: Inquiry charts (I-charts)*. Retrieved from <http://www.readwritethink.org/professional-development/strategy-guides/inquiry-charts-charts-30762.html>

Inquiry Chart (I-Chart)

Topic:	Question 1	Question 2	Question 3	Question 4	Other Question	Summary for Each Text or Source
Text or Source 1:						
Text or Source 2:						
Text or Source 3:						
Summary for All Texts and Sources						

Source: All About Adolescent Literacy. (n.d.). *Inquiry chart (I-chart)*. Retrieved from <http://www.adlit.org/pdfs/strategy-library/ichart.pdf>

Reading Like a Writer: Charting

Charting is an interactive reading–writing strategy that can help students learn to read like writers and, ultimately, improve their own writing. It generates a high level of student engagement with text and helps students delve deeper into an author’s meaning and writing style or craft.

Charting models how good readers stop periodically to think as they read. It helps students to further analyze what they have read and deepen their understanding. It is typically used with expository text and helps students develop metacognitive knowledge, which is an awareness and understanding of how one thinks and uses strategies.

In this version, charting involves mapping or graphically representing different aspects of a text to facilitate analysis and evaluation. After students finish a first reading of a text, they can apply the charting strategy as they reread each paragraph. On a graphic organizer, students identify the key ideas, summarize what the author is saying in the paragraph, and develop a deeper understanding of the author’s style of writing.

When teaching and using charting, focus on the thinking and reasoning behind responses. If students do not agree, help them to work toward consensus, citing the text as evidence to support their responses. Foster an understanding that there is more than one way to chart a text.

1. Conduct a first reading of an expository or persuasive essay. Read through the essay once. The purpose of this reading is to gain a general understanding of what the author is saying.
2. Number each paragraph of the essay (write the numbers in the margin or on sticky notes). Then, list the paragraph numbers in the first column of the chart.
3. Reread each paragraph. Identify key words and phrases in each paragraph. Write the key words and phrases in the second column of the chart. Ask the following questions:
 - What words and phrases are related to the development of the topic?
 - Which words and phrases occur more than once or most often (ignore pronouns and synonyms)?
4. For each paragraph, summarize the content, or what the author is saying, in the corresponding column on the chart.
 - Use the key words and phrases to write this summary for each paragraph. Link the key words with necessary articles and other words needed for coherence. Students may use any form of the key words and may put the words in any order to create a sentence that makes sense and conveys the author’s message.
 - Reread the completed summary sentence. Ask questions that include the following:
 - What is the author’s message?
 - Have I included key words and phrases in my summary statement?
 - Have I paraphrased the essential information?
 - Revise your summary statement, if necessary.

5. Reread each paragraph. In the Author's Style or Craft column, write what you notice about the author's writing style or craft or how the paragraphs are written. Ask the following questions:
 - What do you notice about the way the author writes?
 - How does it affect you, the reader?
 - How does the author interest, engage, or motivate you?
 - Which stylistic devices do you want to try in your own writing?
6. Discuss in groups or as a whole class how the text was charted.
 - Summary statements that use key words
 - Comments on the author's writing style or craft
 - Specific techniques and stylistic devices to emulate in your own writing

Sources:

Jendian, M. (2007). *Teaching expository texts in the high school classroom*. Los Angeles, CA: Author.

Tompkins, G. E., & Blanchfield, C. L. (2005). *50 ways to develop strategic writers: Grades 4–12*. Upper Saddle River, NJ: Pearson Education.

Solidarity and Support

Susan Newman is a social psychologist, a blogger for “*Psychology Today Magazine*,” and the author of “*Under One Roof Again: All Grown Up and (Re)learning to Live Together Happily*.”

December 26, 2011

Not since the Great Depression have so many young adults turned to their immediate relatives as an economic lifeline. In the 1960s, for example, independence was the strived-for virtue; returning home, “unthinkable.” If children didn’t grow up, find jobs and live independently, parents were seen as enablers, the children as failures. That stigmatized view has faded fast during the recession.

Family of origin has become a lifeboat for roughly one in five 25- to 34-year-olds who move in with parents to wait out the economic storm. Sure, there are potential complications and emotional minefields left over from the parenting years, but once the kinks are sorted out, the benefits for young and old are clear.

Some argue that living with parents stunts development and prolongs adolescence. I see the camaraderie as an opportunity to get to know each other in ways not possible when living together as parent and child. Delayed maturity in young adults happens only if parents continue to cater to their adult children’s needs as if they were still 10-year-olds. Living with parents as young adults provides the chance to know parents as people and similarly for parents to see their adult children as grownups with ideas, skills and talents to admire.

Bunking in with parents allows struggling young adults to save for an apartment or house, to hold out until they find a meaningful job, or to start to pay down student loans — the average being \$24,000, but soaring over \$100,000 for some. In return, most adult children assist parents in-kind.

Rather than having a negative effect, the recession has renewed values with the emphasis on family solidarity and support. The advantages of the multigenerational family, a model immigrant families have always practiced, will keep more parents and young adults together. Even when young adults can afford a place of their own, many say, “I’m still here.” Money will be saved on housing but will be spent on consumer goods, aiding the economy. However, living under the same roof for the long or short haul will remain a configuration that defines American families in the foreseeable future.

Source: Newman, S. (2011, December 26). Solidarity and support. *The New York Times*.

Charting Graphic Organizer

¶	Key Words and Phrases	Content (essential information)	Author's Style or Craft (stylistic devices)
1			

Source:

Jendian, M. (2004, February). *Charting a text: Teaching non-fiction texts in the high school classroom*. Presentation at the meeting of California Teachers of English, San Diego, CA.