Informational / Expository Reading & Writing

Introduction to the Unit
Grade 8

Expository Reading & Writing Does This:

Describes	Informs	Explains
Describes a person, place, idea, culture, event, etc.	Provides information about a topic and tells about it truthfully and factually	The writer explores a topic and looks at it from a personal perspective

Expository Reading & Writing

Describes	Informs	Explains
Used for novel analysis, autobiographies, literary responses	Think of manuals, how-to instructions, and biographies	Great for scholarships or for showing people who you are and what you believe in

Expository Reading & Writing Needs This:

Describes	Informs	Explains
Text evidence is used to support factual information	Uses a mix of common knowledge and researched information	Instead of providing an answer or persuading an audience, it shares something personal

Expository Reading & Writing Looks Like This:

Describes	Informs	Explains
Follows a cause-effect or compare-contrast format with lots of details	Follows a chronological or sequential format	The point is to share knowledge, ideas, and experiences

Description looks like…

Relaxing at the Beach

The beach is the perfect place for me. The air is hot, but the water is cool and fresh. I enjoy swimming and surfing in the ocean. When I am tired, I come out and lie on the beach. The sand is soft and white. The beach is noisy with seagulls and children laughing, but it is a pleasant noise. I even like the beach smells. The air smells salty from the sea. I feel relaxed and peaceful. When I want to relax in summer, I go to the beach.



Information looks like…

How to Make Pizza Dough

INGREDIENTS

153 grams 00 flour (1 cup plus 1 tablespoon)
153 grams all-purpose flour (1 cup plus 1 tablespoon and 2 teaspoons)
8 grams fine sea salt (1 teaspoon)
2 grams active dry yeast (3/4 teaspoon)
4 grams extra-virgin olive oil (1 teaspoon)

PREPARATION

1) In a large mixing bowl, combine flours and salt.
2) In a small mixing bowl, stir together 200 grams (a little less than 1 cup) lukewarm tap water, the yeast and the olive oil, then pour it into flour mixture. Knead with your hands until well combined, approximately 3 minutes, then let the mixture rest for 15 minutes.
3) Knead rested dough for 3 minutes. Cut into 2 equal pieces and shape each into a ball.
4) Place on a heavily floured surface, cover with dampened cloth, and let rest and rise for 3 hours at room temperature or for 8 to 24 hours in the refrigerator. (If you refrigerate the dough, remove it 30 to 45 minutes before you begin to shape it for pizza.)
5) To make pizza, place each dough ball on a heavily floured surface and use your fingers to stretch it, then your hands to shape it into rounds or squares. Top and bake.

Information also looks like what you might see in a magazine…



Explanation looks like…

Example: Concept

Integrity, the word evokes the wonder of whether or not our society deserves its value. With constant whining about one's "rights" there exists the denial of personal responsibility and the accompanying lowering of personal worth. Where, then, are the individuals who will stand up to the demands of family unity, a strong work ethic, and a wholesome participation in the societal framework? These very demanding environments cry out for mature behavior in everyone, youth as well as adults. It is when each individual accepts responsibility for truth, honesty, and a job-well-done that integrity, once again, emerges as a pillar of our national pride.

So what do I need to know?

Always pay attention to the **author's "voice"** because that's how his or personality comes through.

Readers can infer a lot about what a writer thinks and feels about something just based on his or her style and **tone**.

What is “tone” again?

The “**tone**” is like the **attitude** that a writer has about a topic. Sometimes the author writes about something in a way that shows no emotion, like he or she is just telling about it or reporting on it (like the steps in a recipe).

But other times the writer does show his or her personal feelings about a topic by the words used and just by having a certain “**attitude**” about it.

What else do I need to know about expository texts?

Think about the author's purpose, like why he or she wrote the text. What was the point? What kind of person was it written for?

- To express feelings or thoughts
- To inform or explain or describe
- To persuade
- To entertain

What else do I need to know about expository texts?

Patterns of Organization
(The structure of the passage or article)

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

Regardless of the structure, expository texts are written to give information!

Is there anything bad about expository texts?

Extraneous Information

Just make sure that what you are reading or writing doesn’t have extra, random, irrelevant, totally unrelated information in it. Not cool, man. Not cool!

What else will help me read and write expository texts?

Pay attention to **main ideas** and **supporting details.** When you read, look for **details** that align with the **main idea.** When you write, always keep your main idea in mind as you add more to your essay.

You know what else?

We'll practice summarizing what we read.

Why?

Well, have you ever explained something to someone and then they told someone else what you said and got it all wrong?

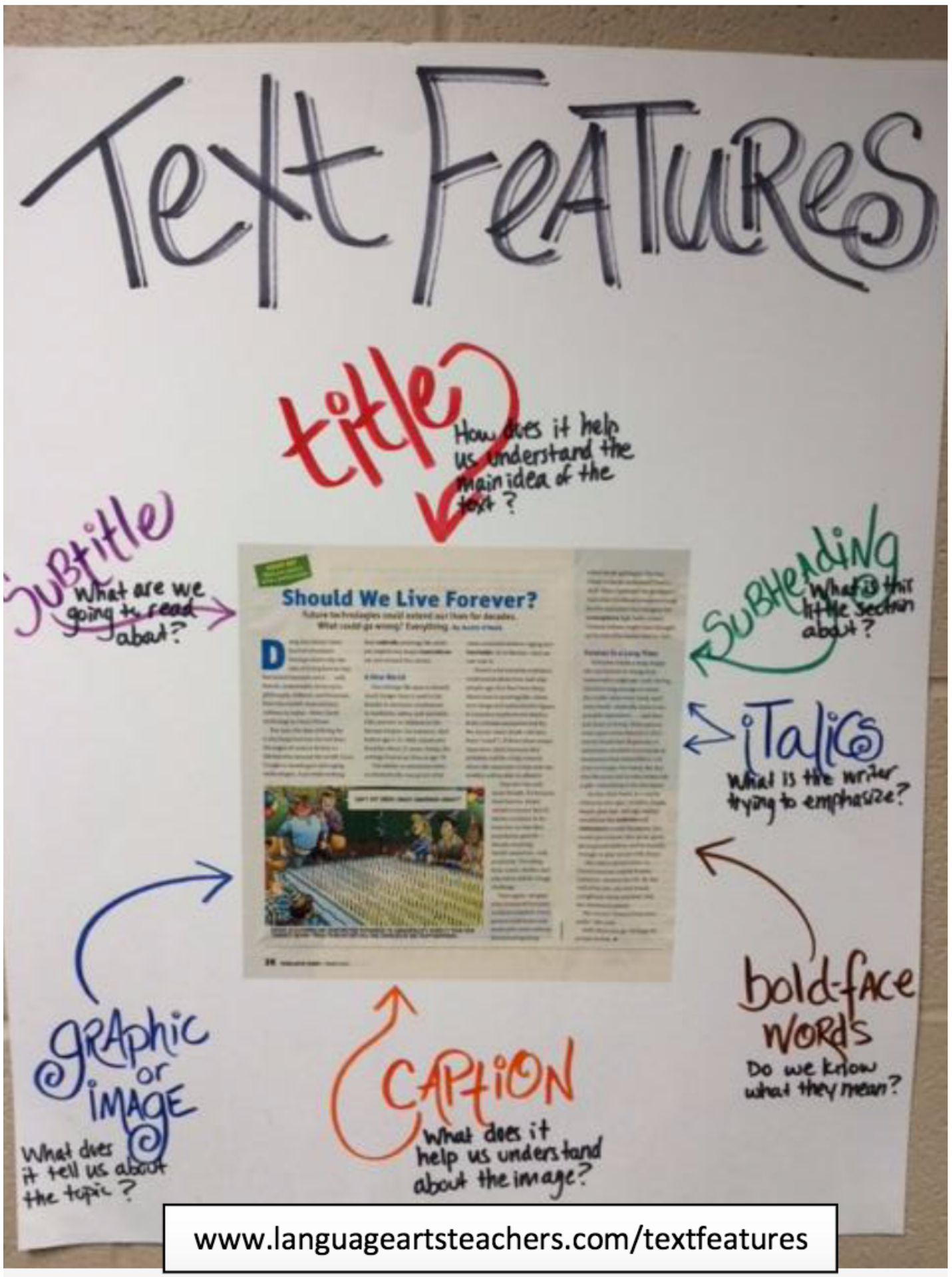
Awkward!

So you don't want to mess up someone else's information! That's why we'll spend time practicing summarizing expository texts!

What else will help me understand expository texts?

TEXT FEATURES!!!

Text features help organize topics and call attention to important information



titles
subtitles
subheadings
italics
bold face
captions
footnotes
images
charts
graphs
timelines
bulleted points
lists

I almost forgot about this text feature…

Footnotes!!!

Footnotes are located at the very bottom of the page and usually appear in tiny, itty-bitty type. They explain details about something mentioned earlier on the page.

Footnotes are text features, too!

Finally, I will consider how the way Yeats reads and rereads himself functions both to authorize and undermine the authority of his poetic voice, and the relation of these dynamics to those romantic tensions I will have outlined. In the end I shall suggest that the myth of himself Yeats took such great pains to manufacture, and which is repeatedly and faithfully taken up in biographical studies of his poetry, is itself the golden bird of his "Byzantium," that artificial monument in which he figures his own immortality.[1]

Little number

self: The Influence of the Romantics

Yeats intentionally and explicitly leads his readers to interpret his poetry in terms of his imaginative and intellectual development, so as to unify them according to his conception of "unity of being."[2] The result is that nearly every major study has attempted to synthesize his life and work, suggesting some kind of unified, comprehensive vision toward which the narrative of his career leads. Ellman writes: "We have seen how his life and work had converged. . . now he wanted to fuse life, work, and country into one dissoluble whole."[3]

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[1] David Young, in his chapter on "Byzantium," also emphasizes reads the poem as a working out of the artist's desire for immortality. He argues that "Sooner or later readers must consider that this poem is about the relation between artist and work of art. The later can be perfect and changeless, while the former is subject to decay and mortality." (Young, David. in Troubled Mirror: A Study of Yeats's *The Tower* (Iowa: University of Iowa Press, 1987), 17.)

[2] Norman A. Jeffares, Yeats's Poems (London: Papermac, 1989), 580.

[3] Ellman, Richard, Yeats: The Man and the Masks (New York: E.P. Dutton & Co., 1958), 265.

More information in tiny size at the bottom of the page

Oops! What about making inferences?

Oh, yes!

As readers, we have to be able to infer, or figure out, what a writer means. We have to read carefully, think critically, and make logical inferences about what's going on in the passage. Our inferences are always based on text evidence, too. An inference has nothing to do with a random guess. Never!