

# Rhetorical Grammar for Expository Reading and Writing

Developed by Rebecca Cling

STUDENT VERSION

MODULE 4: VALUE OF LIFE

## Verbs in Expository Writing

### Activity 1

#### Guided Composition

This activity is based on Chris Jones, "Roger Ebert: The Essential Man."

The purpose of this activity is for you to write a paragraph on the topic of this module. Your teacher will read a paragraph while you listen, and then read it again while you take notes. You will then write your own paragraph based on what you heard using your notes.

#### Noticing Language

What is wrong with these sentences? How do you know?

1. In 2010 Roger Ebert is sitting down to watch a movie with other movie critics.
2. He came to this screening room since 1978.
3. Today Ebert has decided to watch only one film. He did not have the time or energy for more.

#### Identifying Complete Verb Phrases

##### Complete Verb Phrases

- + Have a grammatical subject (I, you, it, ...)  
Example: <sup>reading</sup> Ebert has thyroid cancer.
- + Express a time (tense), completion (aspect), or duration  
Example: He <sup>was able to</sup> ~~lost~~ (past tense) the ability to talk after one of his surgeries.

#### Rhetorical Grammar Concepts

The worksheet includes Rhetorical Grammar Concepts and for your reference as you do the activities in this unit.

# Rhetorical Grammar For Expository Reading And Writing

**SA Adler**



## **Rhetorical Grammar For Expository Reading And Writing:**

**Writing Rhetorically** Jennifer Fletcher, 2023-10-10 In *Writing Rhetorically* Fostering Responsive Thinkers and Communicators author Jennifer Fletcher aims to cultivate independent learners through rhetorical thinking She provides teachers with strategies and frameworks for writing instruction that can be applied across multiple subjects and lesson plans Students learn to discover their own questions design their own inquiry process develop their own positions and purposes make their own choices about content and form and contribute to conversations that matter to them Inside this book Fletcher helps remove some of the scaffolding and explains how to put in practice some methods which can successfully foster Inquiry Invention and Rhetorical Thinking Writing for Transfer Paraphrasing Summary Synthesis and Citation Skills Research Skills and Processes Evidence Based Reasoning Rhetorical Decision Making Rhetorical decision making helps students develop the skills knowledge and mindsets needed for transfer of learning the ability to adapt and apply learning in new settings The more choices students make as writers the better prepared they are to analyze and respond to diverse rhetorical situations *Writing Rhetorically* shows teachers what it looks like to dig into real texts with students and novice writers and how it develops them for lifelong learning

**Theoretical Models and Processes of Literacy** Donna E. Alvermann, Norman J. Unrau, Misty Sailors, Robert B. Ruddell, 2018-10-03 The Seventh Edition of this foundational text represents the most comprehensive source available for connecting multiple and diverse theories to literacy research broadly defined and features both cutting edge and classic contributions from top scholars Two decades into the 21st century the Seventh Edition finds itself at a crossroads and differs from its predecessors in three major ways the more encompassing term literacy replaces reading in the title to reflect sweeping changes in how readers and writers communicate in a digital era the focus is on conceptual essays rather than a mix of essays and research reports in earlier volumes and most notably contemporary literacy models and processes enhance and extend earlier theories of reading and writing Providing a tapestry of models and theories that have informed literacy research and instruction over the years this volume's strong historical grounding serves as a springboard from which new perspectives are presented The chapters in this volume have been selected to inspire the interrogation of literacy theory and to foster its further evolution This edition is a landmark volume in which dynamic dialogic and generative relations of power speak directly to the present generation of literacy theorists and researchers without losing the historical contexts that preceded them Some additional archival essays from previous editions are available on the book's eResource New to the Seventh Edition Features chapters on emerging and contemporary theories that connect directly to issues of power and contrasts new models against more established counterparts New chapters reflect sweeping changes in how readers and writers communicate in a digital era Slimmer volume is complemented by some chapters from previous editions available online

*Teaching Literature Rhetorically* Jennifer Fletcher, 2023-10-10 English language arts teachers often find themselves defending their discipline and the practical values it has When will I read this again is an all

too common question heard in classrooms Author Jennifer Fletcher faced the same questions and more In *Teaching Literature Rhetorically Transferable Literacy Skills for 21st Century Students* she shows you how to help your students develop transferable literacy skills that allow them to succeed not just in their English language arts classes but in their future lives and careers The book is built around eight high utility literacy skills and practices that will help students communicate effectively and with confidence as they navigate important transitions in their lives Integrating skills and knowledge from texts Reading closely and critically Assessing rhetorical situations Negotiating different perspectives Developing and supporting a line of reasoning Analyzing genres Communicating with self and others in mind Reading and writing with passion *Teaching Literature Rhetorically* offers readers writing prompts readings discussion questions graphic organizers as well as examples of student work and activities for helping students to understand key rhetorical concepts As Fletcher writes in her introduction rhetorical thinking promotes the transfer of learning the single most important goal we can have as teachers if we hope to have a positive impact on our students lives This book will help teachers everywhere do just that

*Understanding Expository Text* Bruce K. Britton, John B. Black, 2017-11-01 Originally published in 1985 the various chapters in this volume give examples of research on all three aspects of text understanding namely structure world knowledge and process More than this however the research described represents a shift in emphasis from studying stories which dominated the field in the late 1970s to studying expository text This focus on stories was probably due to the essential first step in any science of examining the simplest materials possible However the editors thought that it was time to shift the research focus from stories to expository text and this volume is their attempt to provide this transition

**Resources in Education**, 1995

**A Guide to Writing in English as a Second Or Foreign Language** Dan J. Tannacito, 1995 This bibliography offers English as a Second Language ESL and English as a Foreign Language EFL specialists and non specialists a listing of almost 3 500 works in the field of writing in ESL EFL at all educational levels from 1937 through 1993 It includes works focusing on how non native speakers write in English how they learn to write in English how ESL and native English speaker NES compositions compare how English is taught in contexts where it is used as a second or foreign language and instructional materials developed to support writing in a second foreign language Citations include bibliographies monographs textbooks periodicals dissertations and some unannotated master s theses conference papers and Educational Resources Information Center ERIC documents An introductory section and a list of native languages addressed in the works precede the annotated entries Author and subject indexes are also included MSE

[Teaching Composition](#) Gary Tate, 1987

**Literacy Assessment and Intervention for Classroom Teachers** Beverly A. DeVries, 2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores the major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and

assessment intervention strategies and activities and technology applications to increase students skills Updated to reflect the needs of teachers in increasingly diverse classrooms the fifth edition addresses scaffolding for English language learners and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources New to the Fifth Edition Up to date and in line with ILA CCSS and most state and district literacy standards this edition also addresses the important shifts and evolution of these standards New chapter on Language Development Speaking and Listening covers early literacy assessment and interventions New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Updated Companion Website with additional tools resources and examples of teachers using assessment strategies

*A Study of the Effects of Directed Reading Thinking Activity and Conceptual Mapping Instruction on Reading and Writing Exposition* Marilyn Elaine Draheim,1986

**Literacy Assessment and Intervention for Classroom Teachers** Beverly DeVries,2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources

**The Hitchhiker's Guide to Writing Research** Xinghua Liu,Michael Hebert,Rui A. Alves,2023-09-30 This book brings together the work of established scholars from around the world to celebrate and honor the many ways in which Steve Graham has contributed to the advancement of teaching and researching writing Focusing on writing development and writing instruction in different contexts of education original contributions in this book critically engage with theoretical and empirical issues raised in Steve Graham s influential body of work and significantly extend our understandings of the importance of writing in developing learners literacy and the roles of writing in teaching and learning processes This book is organized around themes central to Steve Graham s work including theories and models of writing effective instructional methods in teaching writing surveys on teaching and learning writing and systematic review studies on writing Apart from regular chapters the book also features personal and scholarly reflections revealing the powerful ways in which Steve Graham s work has influenced our thinking in the field of writing research and continues to open up new avenues for future research endeavors

Practical Grammar Teaching for the Second Language Classroom Eli Hinkel,2024-12-03 Practical Grammar Teaching for the Second Language Classroom provides a well rounded foundation for teaching second language L2

grammar for pre service novice and practicing teachers as well as for teacher educators who seek to develop their professional knowledge and skills Written in a highly readable style for an international audience it presents classroom strategies techniques activities and applications of current and effective innovations to English grammar instruction The contributors to this volume are well established and highly regarded experts in L2 pedagogy and each contributor offers a thorough overview of the principled and research based instruction currently prevalent in teaching L2 grammar worldwide The book provides practical guidelines and strategies for focused language instruction teaching grammar in writing classes and applications of technology to grammar teaching and learning This key text is essential for students in undergraduate and graduate MA TESOL Master of Arts for Teaching English to Speakers of Other Languages programs pre service and practicing ESL EFL English as a second language English as a foreign language teachers teacher educators and teaching faculty

**Reading for Understanding** Cynthia Greenleaf,Ruth Schoenbach,Linda Friedrich,Lynn Murphy,Nika Hogan,2023-04-04 Improve student outcomes in reading and literacy with the latest edition of this bestselling text The newly revised Third Edition of Reading for Understanding How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms is the latest iteration of the best selling landmark book in the field of adolescent literacy The book contains strategies for boosting the reading independence of middle secondary and college students Research conducted by NSF IES and OIIhas validated the model taught in Reading for Understanding demonstrating its effectiveness in raising students reading achievement levels The authors teach a clear and concise instructional framework for students at all learning levels from those with special learning needs to those taking honors and Advanced Placement courses The book also includes A direct correlation to disciplinary literacy making the book an even more valuable resource in a wide range of classrooms Explanation of the social and personal dimensions for building a foundation for engaged learning Discussions of the value of setting aside dedicated class time for independent silent reading With collaboration tips that go beyond the classroom and advice on building a cognitive reading toolbox Reading for Understanding is an indispensable resource for teachers at the Grade 6 and up literacy coaches reading teachers community college instructors and other school leaders

**Comprehending Oral and Written Language** Rosalind Horowitz,S. Jay Samuels,2023-10-16 Written for researchers and graduate students this book a collection of essays by cognitive scientists socio and psycholinguists and English reading and language arts educators explores theoretical and research questions associated with the relationships among oral and written language listening and reading and speaking and writing The four parts of the book are designed to highlight critical contrasts The Language of Spoken and Written Discourse Processing Strategies Rhetorical Social Situational and Contextual Constraints Processing Strategies Perceptual and Cognitive Demands in Listening and Reading and The Acquisition of Literacy and Schooling The thirteen chapters consist of 1 Comprehending Oral and Written Language Critical Contrasts for Literacy and Schooling Rosalind Horowitz and S Jay Samuels 2 Spoken and Written Modes of Meaning M A K Halliday 3

Properties of Spoken and Written Language Wallace Chafe and Jane Danielewicz 4 Rhetorical Structure in Discourse Processing Rosalind Horowitz 5 Episodic Models in Discourse Processing Teun A van Dijk 6 The Role of Context in Written Communication Martin Nystrand 7 Listening and Reading Processes in College and Middle School Age Readers David J Townsend Caroline Carrithers and Thomas G Bever 8 Prosody and Structure in Children s Syntactic Processing Peter A Schreiber 9 Processing Strategies for Reading and Listening Joseph H Danks and Laurel J End 10 Factors That Influence Listening and Reading Comprehension S Jay Samuels 11 From Meaning to Definition A Literate Bias on the Structure of Word Meaning Rita Watson and David R Olson 12 Language Speech and Print Some Asymmetries in the Acquisition of Literacy Charles A Perfetti and 13 A Comparison of the Two Theories about Development in Written Language Implications for Pedagogy and Research Sandra Stotsky MM

**Language Functions Revisited** Anthony Green, 2012-05-03

Introduction to the theoretical and empirical bases for the definition of language learning level in functional Can Do terms for the English Profile Programme

**Striving for Excellence** ,2000 Each vol a compilation of ERIC digests

*Rhetoric, Hermeneutics, and Translation in the Middle Ages* Rita Copeland, 1995-03-16 This book has a twofold purpose First it seeks to define the place of vernacular translation within the systems of rhetoric and hermeneutics in the Middle Ages Secondly it examines the way that rhetoric and hermeneutics in the Middle Ages define their status in relation to each other as critical practices introd

**The National Education Priorities of the President and the U.S. Department of Education, Striving for Excellence, Volume IV: 2000** ,2000

Quick Reference for Counselors ,1999

*Teaching College Writing to Diverse Student Populations* Dana Ferris, 2009-06-02 Statistical and anecdotal evidence documents that even states with relatively little ethnic or cultural diversity are beginning to notice and ask questions about long term resident immigrants in their classes As shifts in student population become more widespread there is an even greater need for second language specialists composition specialists program administrators and developers in colleges and universities to understand and adapt to the needs of the changing student audience s This book is designed as an introduction to the topic of diverse second language student audiences in U S post secondary education It is appropriate for those interested in working with students in academic settings especially those students who are transitioning from secondary to post secondary education It provides a coherent synthesis and summary not only of the scope and nature of the changes but of their practical implications for program administration course design and classroom instruction particularly for writing courses For pre service teachers and those new er to the field of working with L2 student writers it offers an accessible and focused look at the audience issues with many practical suggestions For teacher educators and administrators it offers a resource that can inform their own decision making

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