**Highland High School**

**Expository Reading and Writing**

**Assignment Template**

**Title:**  Earth Science Standard 3ef, Volcanoes

**Text:** Glencoe: Earth Science, Geology, the Environment and the Universe ©2013

(alternative 2005 edition)

**Professional Learning Team:** \_\_\_Earth Science\_\_

**PLC Team Members: \_\_**Mike Coburn, Mudah Mele, Karen Blount \_\_\_

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| **Reading Rhetorically** |  |
| 1. **Prereading** – Developing vocabulary, Building and assessing background knowledge   **Vocabulary Strategies:**  Concept map  Cubing/Frayer Model  Self-Assessment charts  Semantic Maps  Webs, Spiders  Vocabulary notebooks/logs  Word trees  **Pre-reading Strategies:**  Quickwrites  SQP2RS | Preteach vocabulary:   * Students fill out a self-assessment chart * Students define and draw vocabulary words: lava, magma, Andesite, basalt, composite volcano, shield volcano, silica content, dissolved gases, viscosity, |
| 1. **Reading** – Chunking the text, Discussion of the text, Reflection, Questioning the text   **Reading Strategies**  Annotating/Highlighting the text  Chunking  Cornell notes  Descriptive Outline  Graphic Organizers  PAPA Squares  Questioning  Reciprocal Teaching  Rhetorical Precis  Say, Mean, Matter  Selective Reading Guide  SQP2RS | * Preview the text, read the titles of the sections and discuss the photos diagrams. (© 2013 has essential questions) * Chunk the text into sections:   Pg 508 -509 (© 2005 pg 471-473,475)   * Read aloud one section (blue/ red titles) at a time, * Discuss * Take Cornell notes in interactive notebook   Present lecture notes on magma formation and viscosity. Students annotate their notes,  Extension: viscosity activity/ lab  Pg 510 Read paragraph: types of magma and Basaltic magma (© 2005 pg 473, pg 474 paragraph on Basaltic magma)  Pg 507 read paragraphs types of volcanoes and shield volcanoes (© 2005, pg 481, 482)   * Discuss * Take Cornell notes in interactive notebook   Present lecture on shield volcanoes, students annotate their notes, view video of Kilauea’s eruption  Write summary of reading and lecture notes  Pg 510 andesitic and rhyolitic magma (© 2005 pg 474, 482,483)  Pg 512-513 explosive eruptions (© 2005 pg 483,484)  Pg 507 composite volcanoes(© 2005 pg 482)   * Read aloud one section at a time, * Discuss * Take Cornell notes in interactive notebook   Present lecture on composite volcanoes, students annotate their notes, view video of Mount St Helen’s eruption  Write summary of reading and lecture notes  Pg 500-504 volcanoes and plate tectonics(© 2005 pg 484-487)   * Read aloud one section (blue or green title) at a time, * Discuss * Take Cornell notes in interactive notebook   Write summary of reading notes  Alternative: add a lecture on volcanoes and plate tectonics. |
| 1. **Postreading** – Writing, Discussion, Reflection   **Prewriting Strategies:**  Brainstorming  Clustering/Webbing  Discussing  Freewriting  Outlining  Questioning  Quickwrites  Scanning  **Writing Strategies:**  PAPA Squares  Rhetorical Essay Planner  Say, Mean, Matter  Sentence Frames | (see above – the cycle goes through 4 sections of text) |

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| **Connecting Reading to Writing** |  |
| 1. **Using the words of others** – Citing other texts     **Writing Strategies:**  Key Assignment Words  PAPA Squares  Rhetorical Essay Planner  Say/Mean/Matter Research Journal  Sentence Frames | **NA** |
| 1. **Negotiating voices** – Analyzing different points of view and developing a personal conclusion     **Writing Strategies:**  Key Assignment Words  PAPA Squares  Rhetorical Essay Planner  Say/Mean/Matter Research Journal  Sentence Frames | **NA** |
| **Writing Rhetorically** |  |
| 1. **Prewriting –** Formulating a working thesis   **Prewriting Strategies:**  Brainstorming  Clustering/Webbing  Discussing  Freewriting  Outlining  Questioning  Quickwrites  Scanning | As a class create a comparison chart of andesitic (explosive) and basaltic (non- explosive) volcanoes  All students copy chart into their interactive notebooks |
| 1. **Writing –** Composing a draft   **Writing Strategies:**  Key Assignment Words  PAPA Squares  Rhetorical Essay Planner  Say/Mean/Matter  Sentence Frames   * + 1. Introduction: hook, background, thesis     2. Body: supports thesis; includes topic sentences; includes different points of view/counter arguments; includes evidence     3. Conclusion: supports thesis and significance of argument; answers “so what?” | Each student writes two paragraphs using the comparison chart and comparison sentence frames.(make sure to hand out the comparison sentence frames)  Paragraph one: How are andesitic and basaltic volcanoes similar?  Paragraph two: How are andesitic and basaltic volcanoes different? |
| 1. **Revising –** Reworking the content of the draft     Reflecting on Your Writing   * 1. Revising Rhetorically: Ethos, Pathos, Logos   2. Peer group work, paired work, individual work |  |
| 1. **Editing –** Correcting grammar, punctuation, mechanics   Literary Links |  |
| **Evaluating and Responding**   * + 1. Norming Session     2. Highland Scoring Guide/Rubric |  |

Volcano Vocabulary Self Assessment:

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| Vocabulary word |  | Know it well | I have heard of it | I don’t know it at all |
| lava |  |  |  |  |
| magma |  |  |  |  |
| Andesite |  |  |  |  |
| basalt |  |  |  |  |
| composite volcano |  |  |  |  |
| shield volcano |  |  |  |  |
| silica content |  |  |  |  |
| dissolved gases |  |  |  |  |
| viscosity |  |  |  |  |
| rhyolite |  |  |  |  |
| Quiet eruptions |  |  |  |  |
| Explosive eruptions |  |  |  |  |

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| **Vocabulary Word** | **Definition** | **Illustration (Drawing)** |
| **Lava** |  |  |
| **Magma** |  |  |
| **Andesite** |  |  |
| **Basalt** |  |  |
| **composite volcano** |  |  |
| **shield volcano** |  |  |
| **silica content** |  |  |
| **dissolved gases** |  |  |
| **Viscosity** |  |  |
| **Rhyolite** |  |  |
| **Quiet Eruption** |  |  |
| **Explosive eruption** |  |  |