

Connected Reading Essay

Learning Outcomes

- To make sense by comparing ideas, purpose and audience in connected texts (L5)
- To generate by communicating understanding of connections across texts through formal writing (L5/6)

Task timeline

Week 9	Making notes about your text. Step One: Comparing your texts
Week 10	Step Two: Planning your essay Step Three: Writing your draft essay
Week 11	Step Four: Proofreading and editing Step Five: Submitting finished essay by end of Block 2 Tuesday 30th June Block 3 will be time to reflect on the module and complete Learner Narratives.

Step One: Comparing your texts

- Fill in each box of the table below in as much detail as possible!
- Feel free to add extra rows if you want to discuss more similarities or differences.
- Each row equates to one paragraph.

Point	Examples	Explanation/Link
How are the two texts <u>similar</u> ? Choose one - ideas, themes, plot, characters or language.	Provide examples/quotes from each text.	Why do you think the similarities exist? Link to how it relates to similar purpose and/or audience.
How are the two texts <u>similar</u> ? Choose one - ideas, themes, plot/characters or language.	Provide examples/quotes from each text.	Why do you think the similarities exist? Link to how it relates to similar purpose and/or audience.
How are the two texts <u>different</u> from one another? Choose one - ideas, themes, plot, characters or language.	Provide examples/quotes from each text.	Why do you think the differences exist? Link to how it relates to different purpose and/or audience.

Step Two: Planning your essay

Using the table above, fill in the table below.

Essay Structure

Paragraph 1	Introduction State the title and author or director of both texts. Underline the titles. Give a brief overview of the similarities and differences in the texts.
Paragraph 2 Transfer from row one above	Similarities between Text One and Two e.g. similar characters, event, style etc. Point: Example from text one: Example from text two: Explanation/Link:
Paragraph 3 Transfer from row two above	Similarities between Text One and Two e.g. similar characters, event, style etc. Point: Example from text one: Example from text two: Explanation/Link:
Paragraph 4 Transfer from row three above	Differences between Text One and Two e.g. different character, event, style etc. Point: Example from text one: Example from text two: Explanation/Link:
Paragraph 5	Conclusion Briefly restate overview of the similarities and differences in the texts: Briefly restate why the similarities/differences exist e.g. how similarities or differences help support text purpose and/or audience:

Step Three: Writing your essay

- Before you write up your essay, read this article about [Improving your writing with linking words](#)
- Create a Google Doc entitled **Connected Reading Essay - Your Name** and put it in your Freedom Folder.
- Using the essay plan above type up your essay.
- Here is an example of a brief introduction to get you started:
Overcoming adversity is a timeless theme that is portrayed in the texts The Freedom Writer's Diaries by Erin Gruwell and Hope in a Ballet Shoe by Michaela and Elaine DePrince. Both texts explore similar storylines with similar young people overcoming traumatic childhoods through hard work and the support of mentors. Although both texts share similar themes, Hope in a Ballet Shoe explores Michaela DePrince's story in much greater detail.
- Make sure you have a point, example, explanation and link in each body paragraph (paragraphs 2, 3 & 4).
- Make sure you underline the title of each text.
- Leave a blank line between each paragraph.
- Your completed essay must be at least 350 words or longer.

Step Four: Editing and Proofreading

- For this stage you need to find an editing and proofreading partner.
- Working in pairs use the checklists below to check your own work and then check each other's work.
- Try reading the essay out loud, pausing only where there are commas and full stops - this will help you check punctuation and flow.
- When you proofread your partner's essay try highlighting each part of the body paragraph (paragraph 2, 3 & 4) **Pink for Point**, **Yellow for Examples**, **Blue for Explanation** and **Green for Link**. This will help you check if they have structured their paragraphs correctly.

Editing Checklist

Editing means that you read your work and make improvements to the tone and style of the piece. For example, you might:

- strengthen your opening to command attention
- replace informal words or phrases with words more appropriate for formal writing
- improve the flow of your sentences
- vary the way your sentences start
- improve the links between ideas
- add links, sub-headings, or keywords
- add more supporting evidence
- add explanations to link your evidence to your ideas.

Proofing Checklist

Proofing means that you should check your work carefully for errors. Here is a list of some common errors in students' writing:

- missing punctuation (for example, full stops, commas, apostrophes, speech marks)
- missing or misused capital letters
- incomplete or incorrect sentences
- incorrect paragraphing
- misspelt words
- mixed-up tenses

[Check out this more detailed guide to editing and proofreading](#)

[Watch this How to Proofread an Essay video](#)

Step Five: Submitting your essay

- Make sure your essay is on a separate Google Doc entitled **Connected Reading Essay - Your Name** and put it in your Freedom Folder.
- Remove any highlighting or comments added during editing and proofreading
- Make sure you have underlined the title of each text.
- Make sure you have left a blank line between each paragraph.
- Make sure your completed essay must be at least 350 words or longer.

Assessment Criteria

Curriculum Level 5

Multistructural	Relational	Extended Abstract
<p>I can identify connection(s) between texts.</p> <p>I can express ideas about the connection(s) between texts.</p>	<p>I can describe in detail connection(s) common between texts.</p> <p>I can explain how and why the texts share common connection(s).</p> <p>My ideas are linked and are reinforced with evidence and/or explanation.</p>	<p>I can make clear points (using comparison & contrast) that develop understanding.</p> <p>I can make clear points (using comparison & contrast) that show some insight or originality in thought or interpretation about the connection(s).</p>

Curriculum Level 6 (NCEA Level One)

Achievement Standard English 90053: Produce formal writing

Credits: 3

Achievement	Achievement with Merit	Achievement with Excellence
<p>Develop and structure ideas in formal writing.</p>	<p>Develop and structure ideas convincingly in formal writing.</p>	<p>Develop and structure ideas effectively in formal writing.</p>
<p>Use language features appropriate to audience and purpose in formal writing.</p>	<p>Use language features appropriate to audience and purpose with control in formal writing.</p>	<p>Use language features appropriate to audience and purpose with control to command attention in formal writing.</p>