

Expository Essay Example

Parker Jones
English 101

October 16, 2024
Mrs. Jenkins

It's Morphing Time: Power Rangers and a New Media Landscape

While some teenagers have to deal with zits, math tests, and asking a crush to prom, others wear colored bodysuits and perform martial arts against strange, extra-dimensional evil. Premiering in the U.S. in the early 90s, *Power Rangers* presented a weird, new form of entertainment, introducing children to martial arts and Japanese culture in the trappings of Saturday morning programming and the after-school special. Despite its often fantastical leanings, *Power Rangers* presented an integral turning point in children's programming and media at large.

Although it presented something new and largely unseen by Western audiences, *Power Rangers* was anything but. All of the action scenes were taken directly from Japan's *Super Sentai* series (specifically *Kyoryu Sentai Zyuranger*), intercut with scenes of an American cast existing within tranquil Angel Grove. The *Super Sentai* series stayed within the traditions of the long-running line of programming known as tokusatsu, meaning "special effects" (a reference to the use of practical special effects).

Transplanting Japanese cultural media and overlaying it upon an American production and audience posed its own challenges, but the almost immediate success came from its own storytelling. At first blush, winding fantastical adventures and impressive martial arts into the everyday lives of American teens (who dealt with bullying, teamwork, and celebrating birthdays) seems disparate. However, the combination led to instantly relatable stories that resonated with children, imparting ideas of community and selflessness through skills and talents of all forms, physical, mental, and emotional.

In conclusion, *Power Rangers* presented an amalgam of different cultural ideas to create a new children's media landscape. The original series has since given rise to ongoing series, along with offshoot books, comics, and other media. For many kids, the show was an introduction to new ideas that were still grounded within the parks, schools, and suburbs of their lives. It was a form of escapism and imagination that stayed within the bounds of a reality that could be cruel, difficult to understand, or full of light. It just took some friends, some martial arts, and the ability to morph into something new.

TITLE

BODY

- Use similes, metaphors, and other figurative language within your body paragraphs.
- Get familiar with your subject to find exactly what interests you about it.

HEADING

INTRO

CONCLUSION

Expository Articles Fourth Grade

**Catherine Snow,Peg Griffin,M. Susan
Burns**



Expository Articles Fourth Grade:

Reading Assessment and Instruction for All Learners Jeanne Shay Schumm, 2017-02-13 Weaving together the latest knowledge and best practices for teaching children to read this indispensable text and professional resource provides a complete guide to differentiated instruction for diverse learners Uniquely integrative the book places the needs of English language learners and students with disabilities front and center instead of treating them as special topics Accessible chapters on each of the core components of literacy clearly demonstrate how to link formal and informal assessment to evidence based instruction Special features include Research Briefs Tech Tips Internet Resources Reflection and Action Questions and dozens of reproducible student activities and assessment tools , Make Writing Exciting, Grades 3 - 4 Kelly Gunzenhauser, 2011-01-03 Use step by step creative ways to teach and evaluate your students writing skills Genres of writing are introduced in an order that makes sense with one skill building upon another or you can choose lessons to incorporate into your existing curriculum Also included is a section on how to help your struggling writers or students with special needs learn various writing skills 160 pages **Exploring the Literature of Fact** Barbara Moss, 2003-01-01 Filling a crucial need for K 6 teachers this book provides practical strategies for using nonfiction trade books in language arts and content area instruction Research based classroom tested ideas are spelled out to help teachers Select from among the many wonderful nonfiction trade books available Incorporate nonfiction into the classroom Work with students to develop comprehension strategies for informational texts Elicit responses to nonfiction through drama writing and discussion Use nonfiction to promote content area learning and research skills Unique features of the book include teacher created lesson plans extensive lists of recommended books including choices for reluctant readers illustrative examples of student work and suggestions for linking nonfiction reading to the use of the World Wide Web *Children's Early Text Construction* Clotilde Pontecorvo, Margherita Orsolini, Barbara Burge, Lauren B. Resnick, 2014-02-04 For decades research on children s literacy has been dominated by questions of how children learn to read Especially among Anglophone scholars cognitive and psycholinguistic research on reading has been the only approach to studying written language education Echoing this debates on methods of teaching children to read have long dominated the educational scene This book presents an alternative view In recent years writing has emerged as a central aspect of becoming literate Research in cognitive psychology has shown that writing is a highly complex activity involving a degree of planning unknown in everyday conversational uses of language At the same time developmental studies have revealed that when young children are asked to write they show a surprisingly sophisticated understanding of the representational constraints of alphabetic writing systems They show this understanding long before they can read conventional writing on their own The rich structure of meanings involved in the word text provided the glue that brought together a group of scholars from several disciplines in an international workshop held in Rome Reflecting the state of the field at the time the majority of the workshop participants

were scholars working in languages other than English especially the romance languages Their work mirrors a linguistic and psychological research tradition that Anglophone scholars knew little of until recently This volume provides English language readers with updated versions of the papers presented at the meeting The topics discussed at the workshop are represented in the chapters as follows the relationship between acquisition of language and familiarity with written texts the reciprocal permeability between spoken and written language the initial phases of text construction by children and the educational conditions that facilitate written language acquisition and writing practice

Strategic Writing Mini-Lessons for All Students, Grades 4-8 Janet C. Richards, Cynthia A. Lassonde, 2012-11-08 Power up writing instruction with short differentiated lessons The hard reality By the time they reach middle school many of our students still lack basic writing skills and this may be one of their last opportunities to get up to speed before they reach high school There s no better resource for you to help them do so than Strategic Writing Mini Lessons for All Students Grades 4 8 Covering all four essential writing strategies inventing drafting writing and editing these differentiated mini lessons follow an easy to navigate consistent structure including A schematic linking lessons to the grade level goals of the Common Core Adaptations for struggling writers English Language Learners and even advanced writers with every lesson Support for different types of learners through use of color coding techniques charts art and other visual tools Specific guidance on developing your students confidence as writers and their ability to work independently Within no time your students will write with a newfound competence and confidence better equipped to meet the demands ahead of them This book is the most useful writing resource I have encountered in all my years of teaching It is filled with practical strategies to produce writers with high quality work product and high interest in the craft of writing Linda Sarver Teacher Excelsior Springs MO

Literacy and Young Children Diane M. Barone, Lesley Mandel Morrow, 2003-01-01 One of two parents guides based on the revised National Curriculum this book is intended as an introduction to Key Stages 1 and 2 The need for parents to be involved in their children s education has taken root in recent years To be able to make choices however parents need to be informed This book is intended to enable them to get to grips with the elements of the National Curriculum and topical issues

Reading Comprehension Strategies Danielle S. McNamara, 2007 First Published in 2007 Routledge is an imprint of Taylor Francis an informa company

Embracing Diversity in the Learning Sciences Yasmin B. Kafai, 2012-10-12 More than a decade has passed since the First International Conference of the Learning Sciences ICLS was held at Northwestern University in 1991 The conference has now become an established place for researchers to gather The 2004 meeting is the first under the official sponsorship of the International Society of the Learning Sciences ISLS The theme of this conference is Embracing Diversity in the Learning Sciences As a field the learning sciences have always drawn from a diverse set of disciplines to study learning in an array of settings Psychology cognitive science anthropology and artificial intelligence have all contributed to the development of methodologies to study learning in schools museums and organizations As the field grows

however it increasingly recognizes the challenges to studying and changing learning environments across levels in complex social systems This demands attention to new kinds of diversity in who what and how we study and to the issues raised to develop coherent accounts of how learning occurs Ranging from schools to families and across all levels of formal schooling from pre school through higher education this ideology can be supported in a multitude of social contexts The papers in these conference proceedings respond to the call **The Cambridge Handbook of Literacy** David R. Olson,Nancy

Torrance,2009-02-09 This handbook marks the transformation of the topic of literacy from the narrower concerns with learning to read and write to an interdisciplinary enquiry into the various roles of writing and reading in the full range of social and psychological functions in both modern and developing societies It does so by exploring the nature and development of writing systems the relations between speech and writing the history of the social uses of writing the evolution of conventions of reading the social and developmental dimensions of acquiring literate competencies and more generally the conceptual and cognitive dimensions of literacy as a set of social practices Contributors to the volume are leading scholars drawn from such disciplines as linguistics literature history anthropology psychology the neurosciences cultural psychology and education **Handbook of Research on Integrating Digital Technology With Literacy**

Pedagogies Sullivan, Pamela M.,Lantz, Jessica L.,Sullivan, Brian A.,2019-11-22 The allure and marketplace power of digital technologies continues to hold sway over the field of education with billions spent annually on technology in the United States alone Literacy instruction at all levels is influenced by these evolving and ever changing tools While this opens the door to innovations in literacy curricula it also adds a pedagogical responsibility to operate within a well developed conceptual framework to ensure instruction is complemented or augmented by technology and does not become secondary to it The Handbook of Research on Integrating Digital Technology With Literacy Pedagogies is a comprehensive research publication that considers the integration of digital technologies in all levels of literacy instruction and prepares the reader for inevitable technological advancements and changes Covering a wide range of topics such as augmented reality literacy and online games this book is essential for educators administrators IT specialists curriculum developers instructional designers teaching professionals academicians researchers education stakeholders and students **Knowledge to Support**

the Teaching of Reading Catherine Snow,Peg Griffin,M. Susan Burns,2007-08-17 Basic reading proficiency is key to success in all content areas but attending to students literacy development remains a challenge for many teachers especially after the primary grades Knowledge to Support the Teaching of Reading presents recommendations for the essential knowledge about the development acquisition and teaching of language and literacy skills that teachers need to master and use This important book is one result of an initiative of the National Academy of Education s Committee on Teacher Education whose members have been charged with the task of creating a core knowledge base for teacher education

Resources in Education ,1998 **Informational Texts in Pre-Kindergarten through Grade-Three Classrooms**

Elaine M. Bukowiecki, Marlene P. Correia, 2016-11-14 This book presents a myriad of instructional techniques and critical literacy strategies while serving as a professional resource for inservice and preservice primary grade teachers as they include informational texts in their classrooms In each of the nine chapters there is a particular topic that guides the focus of the chapter These themes include a rationale for incorporating informational texts in the primary grade classroom a discussion of the unique features of informational texts the selection of high quality informational materials for primary readers critical literacy prereading during reading and post reading strategies the writing of informational texts and inquiry projects for the primary classroom This book also contains a preface an introduction and an afterword in which the controversy regarding the Common Core State Standards is discussed Unique features of each chapter are specific standards reflecting the Common Core State Standards strategies for all students to be successful with the Standards transcriptions of lessons from primary grade classrooms examples of pupils work as they interact with informational materials and a Give It a Try section where a lesson plan or a pedagogical suggestion is presented for the reader to try out in his her own classroom

Reading Assessment Melissa Lee Farrall, 2012-06-05 A groundbreaking integrated approach to reading assessment that addresses each child s unique Learning Profile Fifteen to twenty percent of our nation s children have reading difficulties Educational evaluators must be able to use progress monitoring and diagnostic tools effectively to identify students who may be at risk evaluate the effectiveness of school wide reading programs and suggest interventions that will improve reading skills Written from a strengths based perspective Reading Assessment Linking Language Literacy and Cognition is the first book of its kind to present a research based integrated review of reading cognition and oral language testing and assessment Author Melissa Lee Farrall explores the theoretical underpinnings of reading language and literacy explains the background of debates surrounding these topics and provides detailed information and administration tips on the wide range of reading inventories and standardized tests that may be used in a reading psychoeducational assessment With a focus on how to craft professional evaluation reports that illuminate a student s strengths not just weaknesses Reading Assessment enables school psychologists and diagnosticians reading specialists and special education professionals to conduct evaluations and develop effective interdisciplinary remedial recommendations and interventions Clear engaging and inviting Reading Assessment features Case examples and practice exercises Chapter opening reviews of each theory Strengths weaknesses and potential problems of tests and their interpretations Chapter ending review questions that foster skill development and critical thinking Comprehensive information on more than 50 different assessment tests Reading Assessment is an invaluable resource that helps professionals gain the knowledge and skills to confidently interpret test results and prepare detailed and effective evaluation reports designed to meet each child s unique needs as a learner *Comprehension First* Claudia Cornett, 2017-06-30 This book is about designing instruction that makes comprehension the priority in reading and in content area study The comprehension model described responds to calls from literacy experts and professional organizations for

inquiry based instruction that prepares readers to be active meaning makers who are adept at both critical and creative thinking Comprehension First introduces a before during after Comprehension Problem Solving CPS process that helps readers ask key questions so they arrive at a substantial comprehension product big ideas based on themes and conclusions drawn from literary works and expository texts The book further describes how to orchestrate research based best practices to build lessons and units around big ideas and important questions In this age of multiple literacies all of us must learn to be more nimble users of Literacy 2 0 communication tools Mastering problem solving is at the core of this challenge Comprehension First embraces this challenge by inviting present and future teachers to examine WHY and HOW these tools can be used more purposefully to achieve the pre eminent literacy goal of deep comprehension *Content Area Reading and Learning* Diane Lapp,James Flood,Nancy Farnan,2016-11-18 How can teachers make content area learning more accessible to their students This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning The goal is to help teachers model through excellent instruction the importance of lifelong content area learning This working textbook provides students maximum interaction with the information strategies and examples presented in each chapter This book is organized around five themes Content Area Reading An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms Pedagogical features in each chapter include a graphic organizer a chapter overview Think Before Think While and Think After Reading Activities which are designed to integrate students previous knowledge and experience with their new learnings about issues related to content area reading literacy and learning and to serve as catalysts for thinking and discussions This textbook is intended as a primary text for courses on middle and high school content area literacy and learning **Literacy in America** Barbara J. Guzzetti,2002-12-02 The definitive encyclopedic resource on literacy literacy instruction and literacy assessment in the United States Once upon a time the three Rs sufficed Not any more not for students not for Americans Gone the way of the little red school house is simple reading and writing instruction Surveying an increasingly complex discipline Literacy in America An Encyclopedia offers a comprehensive overview of all the latest trends in literacy education conceptual understanding of texts familiarity with electronic content and the ability to create meaning from visual imagery and media messages Educators and academicians call these skills multiple literacies shorthand for the kind of literacy skills and abilities needed in an age of information overload media hype and Internet connectedness With its 400 A Z entries researched by experts and written in accessible prose Literacy in America is the only reference tool students teachers and parents will need to understand what it means to be and become literate in 21st century America *Handbook of Reading Research, Volume IV* Michael L. Kamil,P. David Pearson,Elizabeth Birr Moje,Peter Afflerbach,2011-03-17 The Handbook of Reading Research is the research Handbook for the field Each volume has come to define the field for the

period of time it covers Volume IV follows in this tradition The editors extensively reviewed the reading research literature since the publication of Volume III in 2000 as portrayed in a wide array of research and practitioner based journals and books to identify the themes and topics covered As in previous volumes the focus is on reading research rather than a range of literate practices When taken as a set the four volumes provide a definitive history of reading research Volume IV brings the field authoritatively and comprehensively up to date

Handbook of Research on Reading Comprehension, Second Edition Susan E. Israel, 2016-12-30 This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment It maintains the same high level of standards with respect to 1 historical perspectives useful for laying the foundation of study on reading comprehension 2 theoretical perspectives that allow the reader to consider different views on how specific areas have evolved since the first edition 3 excellent chapters on various elements of reading comprehension including major research studies in assessment cultural impacts of reading comprehension issues affecting English language learners and consideration of international populations and 4 identification of future research needs to help raise important questions and stimulate possible hypotheses for future research

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