Bring a Text You Like to Class:
Bridging Out-of-School and In-School Literacies

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MODULE: STUDENT VERSION

Reading Selections for this Module

Individual student choice

Reading Rhetorically

Text—Individual Student Choice

Prereading

Activity 1	**Reading Habits Survey**

You and your classmates come to school knowing a lot more about reading than you might think. This survey will help you and your teacher understand the kinds of reading you do outside of school.

1. Which of these do you read? Put an F, O, or N next to each of the following types of text to indicate how often you read each one. (F=Frequently; O=Occasionally; N=Never)

____ Online Newspapers	____ Reference Books (dictionaries, encyclopedias)
____ Internet Websites	
____ Internet Social Networking	____ Poems
	____ Song Lyrics
____ Blogs	____ Autobiographies/Biographies
____ Twitter	____ Comics
____ Reddit	____ Graphic Novels
____ Facebook	____ Manga
____ YouTube	____ E-mail or Instant Messages
____ Print Magazines	____ Chatrooms

____ Online Magazines	____ Text Messages (on your cell phone)
____ Books	____ Photos (on your cell phone or elsewhere)
____ Short Stories	
____ Fan Fiction	____ Instruction Manuals (of any kind)
____ Essays	
____ Drama/Plays	____ Self-help Books
____ History	____ Textbooks/School Assignments
____ Philosophy	
____ Science	____ Work Documents
____ Non-fiction Books (on topics that interest you)	____ Credit Card or Utility Bills
	____ Other _____

Look back over the list of texts you read outside of school, and tally the different kinds of texts you read: How many do you read frequently? _____ Occasionally? _____ Never? _____

2. On a scale of 1-10, circle the number below that best represents how confident you feel as a reader. The number 1 = "I'm not a confident reader" and the number 10 = "I'm a very confident reader." I would rate myself:

1   2   3   4   5   6   7   8   9   10

In a sentence or two, explain why you circled the number above to represent your confidence level as a reader.

3. From the texts listed above (in #1), which types of reading do you enjoy the most?

4. Which types of reading are most difficult for you?

5. Fill in the blank below with an adjective that describes you as a reader:

I would describe myself as a _____ reader. Explain your response in a sentence.

6. The best book I have ever read was

_____.

7. Why did you like that book so much?

8. What was the last book you read on your own (not for school), and when did you read it?

9. Decide whether you agree or disagree with the following statement:

Reading is something you either can or cannot do well.

(In other words, do you think some people are naturally good at it while others are not? Or do you think everybody has the potential to read well if given opportunities to learn how?) Explain your response.

Agree   Disagree

10. Write down three strategies you use (three things you do to help yourself) when trying to understand a challenging or complicated text at school, at work, or at home.

A.

B.

C.

11. Which of the following three statements best describes you as a reader in school? Check one.

___ With enough effort, I can understand anything I try to read, and I am confident about my reading abilities at school.

___ Even when texts are difficult, I always try to read them, but sometimes I give up if reading for school is too hard. I understand a lot of what I read, and my reading abilities are adequate.

___ Reading at school is hard for me. I rarely feel like I understand what the writer is saying, and even when I feel like I understand it, sometimes I worry that I'm not getting it.

12. Check the statement below that most closely matches your belief about the importance of reading:

___ Reading is crucial to being successful as an adult in my community.

___ People need to read well in order to be successful in college.

___ Most jobs require good reading skills.

___ Reading is *more* important now than it ever has been.

___ Reading is *less* important now than it ever has been.

13. I expect the reading I do for school to be (circle all that apply):

Interesting   Difficult   Useful   Boring

14. Put a check next to all the activities you do while you read assignments for school:

___ I have my cell phone on while I read.

___ I eat/drink while I read.

___ I lie in bed while I read.

___ I listen to music while I read.

___ I have the TV on while I read.

___ I sit in a comfortable chair while I read.

___ I sit at a desk or table while I read.

___ I sit on the floor while I read.

___ I read in a room with other family members or friends present.

___ I sometimes use pens, pencils, and/or highlighters while I read.

___ I sometimes take notes on a separate piece of paper while I read.

___ Other

Survey adapted from Jim Burke, *Reading Reminders: Tools, Tips, and Techniques.* Portsmouth: Boynton/Cook, 2000. A-47.

Activity 2

Exploring Key Concepts—Anticipation Chart

Using the space below, think about five kinds of texts you read on a regular basis that you could bring in to share with the class, comment on what the characteristics or features of each text type are, and list some descriptors for the audience you imagine each type of text was written for.

Exploring Key Concepts Anticipation Chart

| Text Type and Topic
What kind of text is it? What is the text about? | Textual Features
Does the text have headings? Subheadings? Charts? Maps? Drawings? Numbers? Images? | Audience
Who does the text seem to be written for? Who would *want* to read this text? |
|---|---|---|
| 1. | | |

2.		
3.		
4.		
5.		

Activity 3

Challenge Your Teacher to a Reading Match

You have just filled out a survey about your reading habits and answered questions about the types of texts that you like to read outside of school.

Tomorrow, bring a text to class that *you* can read expertly but that you think your teacher (or other people you know) might have difficulty understanding. In other words, bring in some specialized text that you read comfortably and confidently so you can challenge your teacher to a reading match! Use the ideas you came up with when completing the Reading Habits Survey and the Anticipation Chart to help you decide what text to bring in to share. Bring in something you personally enjoy reading that you also think might challenge your teacher as a reader. Perhaps it's on a topic you don't think he or she knows much about, or perhaps the text structure is very specialized and you need to be an insider of a particular community to read this kind of text well.

Please make sure your text is at least a paragraph long; one to three pages would be ideal. The text should have its original formatting.

Also, remember that your text must be appropriate for the classroom. Your teacher will let you know specifically what that means.

Choose the Challenge Text and Make Notes

In this activity, you will have a chance to compile some notes about the basic characteristics of your text. As you do, consider which of your responses help explain why you read this text with confidence.

Individuals

On a separate piece of paper, choose any six of these questions to answer about the text you brought to class to share. Choose the questions that will have the most interesting answers because they will reveal the most about the text itself and about your relationship to it (what makes you an expert reader of this kind of text).

- Why did you choose this particular reading to bring to class?

- What do you like about this text?

- What do you know about the author?

- Have you read anything else by this author?

- What do you think the author's purpose was for writing this text? (Does the writer aim to persuade, scold, instruct, amuse, explain, describe, or perhaps change readers' minds about something?)

- Why did you first read this?

- When was this text written?

- What are the main topics or ideas in the text?

- What else have you read that contributes to your understanding of this text?

- If your peers enjoy reading this passage, is there another related text you would recommend to them?

- Will this text ever be considered outdated? Why or why not?

Small Groups

Once you have completed your notes, your teacher will organize students into small groups. Each group's job will be to have a discussion to decide which text, from among those that individual students in your group brought, will be the most difficult for your teacher to understand and which will be the easiest. In your groups, you will have time to look at each text in turn and consider its unique features, its audience, and its purpose.

Begin by introducing one another to your texts: take turns reading the first two to three paragraphs of your texts, and then share the notes you have written so far. Once every group member has shared notes, use the following questions to help determine which reading is most likely to challenge your teacher's comprehension and which one is least likely to do so. Prepare to share your reasoning with the class.

1. Do you think the subject of this reading falls outside your teacher's experience or knowledge of the world? Who would be unfamiliar with this kind of text? How might unfamiliarity with the topic affect a reader's ability to comprehend it?

2. Look at the language this writer uses and predict which words or phrases your teacher or classmates might not know. Are there any words or expressions you yourself are unsure of? Make a list of some of the most challenging words or phrases.

3. What background knowledge, information, or life experience do you think readers would need in order to understand this text well?

4. Where did this text appear? What does the publication information suggest to you about the audience the author seems to expect? Do you think your teacher is a member of the intended audience?

Reading

Activity 5

Think Aloud Instructions and Checklist

The Teacher Thinks Aloud

- Listen as your teacher models how to do a think aloud.

- Use the checklist your teacher provides to keep track of what you hear your teacher doing while reading.

- After listening to your teacher model think aloud, try this strategy out with a classmate.

The Students Think Aloud

The purpose of this activity is to become more aware of the different kinds of strategies that we use to repair and deepen our comprehension when it breaks down. There is no "right" way to do this; the checklist is simply a way to help you think about some of the many tools good readers use to comprehend text.

- After your teacher has modeled the think-aloud process, trade the text that you brought in with a partner, and take turns thinking aloud.

- When *you are thinking aloud,* slow down so you can really notice what your mind is doing.

- *When you are listening* to your partner think aloud, use the checklist, putting a check next to each strategy your partner uses. (You can mark items more than once.)

- After you've had a chance to think aloud with a partner, discuss what you discovered about each other's strategies and choices.

- Finally, pick one new strategy you've never used before to try out next time you read.

Checklist for Listening to Think-Aloud

Noticing Text Structure and Conventions

The title is...

There are headings and subheadings...

The text is organized...

There seems to be a pattern...

Certain words are bolded, italicized, capitalized, put in boxes...

I noticed that punctuation...

Other?

Predicting

I predict…

I think…

In the next part I think what might happen is…

I imagine...

I wonder...

Other?

Picturing

I picture…

I have an image…

I can see…

Other?

Making Connections Between the Known (something the reader remembers, read, saw, or heard about) and the New

This is like…

This reminds me of…

This is reminiscent of…

I can relate this to…

There is a parallel here to…

Other?

Identifying a Problem

I got confused when…

I'm not sure…

I didn't expect…

I was not clear about…

Other?

Fixing and Adjusting Pacing

I think I'll have to…[reread this sentence or section; look up a word I don't know…]

Maybe I'll…[read on to see if it makes more sense]

I had to slow down when…

I will try…

Other?

Activity 6

Analyzing Key Words in the Texts You Brought

This task asks you to examine the author's choice of key words as you consider how both the denotations and the connotations of these words contribute to your text's meaning.

As Individuals

1. Choose three to five key vocabulary words from your text. These should be words that are central concepts to the text. In other words, to explain this text to someone else, it would help to use these words to do so!

As a Group

2. Start with the words from one of your group member's texts. Divide up the word choices to members of the group, so that each person is working with one word from the article at hand.

3. Put the key word in a circle in the center of a page. Next, outside the circle, list some synonyms (words that would be in a thesaurus), connotations (between-the-lines meanings), and associations (other things that come to mind). These can be words or phrases.

4. With the article's owner taking the lead, begin by crossing out three of the brainstormed words or phrases that you believe are NOT meanings intended by the author. Discuss with one another the grounds for your choices, and use your background knowledge and the text to explain them.

Next, your group should circle the three brainstormed words or phrases that, based on the context, contribute significantly to the text's meaning. Once again, defend your choices using your background knowledge as well as details from the text.

Once you have analyzed the words from one group member's text, begin the process again cycling through steps 2-4 above with each group member's text.

Postreading

Activity 7

Write a Brief Analytical Summary of Your Text

Write a concise analytical summary of the text you brought in. The summary should convey what you believe to be the text's main idea and explain the author's purpose, as you understand it. Your summary should also include a reference to some element of the text that you believe indicates something about the author's worldview or value system. Underline at least two keywords and at least three of the synonyms that your small group brainstormed, and describe any connotations or associations that you circled as most relevant.

Does Your Author Depend on Your Expertise or Attitudes?

Activity 8

- What does the author of this text assume that expert readers like you will know and/or believe prior to reading?

- To comprehend this text, what background knowledge is absolutely necessary?

- Why might some readers fail to appreciate elements of this text? Are there subtleties in its style or its message they might miss?

- Why might some readers reject this text's ideas? Does the text rest on any assumptions, knowledge, or values not all readers will share?

Prereading

Activity 9 | **Finding a Scholarly Article Related to Your Topic**

Your task is to find a scholarly article that relates to the text or topic you have already been working on in class. For example, the text you brought to class might have been the lyrics to a Black Eyed Peas song. If it was, a related academic article could be a researched analysis of the group's appeal to tweens or an academic essay on hip-hop as a tool for teen rebellion or an essay about how teachers are using hip-hop to teach language and history in American high schools. Here's another example: Perhaps your group has been analyzing an article from a skateboarding magazine. You might find published research on skateboarding injuries, or you might find an analysis of skate culture's influence on the rise of extreme sports in the 1990s.

Scholarly articles often have features like an abstract, a list of works cited, and some indication of the author's credentials, among other things. By the time you are done examining the article you find, you should know much more about this type of text.

If you are looking for scholarly texts, using a regular Internet search engine like Google might get you literally millions of unhelpful results. When hunting for academic articles, here are some of the keys for effective searching: consider a variety of search terms that might help you find likely material; use search tools and terms that limit your results to just scholarly texts.

1) To get started, come up with at least five different search terms that could help you find a scholarly article related to your topic.

2) Use the advanced search functions in an online database to limit your results to scholarly articles from peer-reviewed journals. Your teacher or librarian can show you how to do this. If your school does not have access to an online database like EBSCO or Proquest, you may search DOAJ.org for articles in open-access, peer-reviewed journals. As you hunt, make sure you are looking at full-text articles and not just the abstracts.

3) When you find a full-text article that looks interesting (and isn't too long—maybe three to five pages), print it, and bring it to class.

Using Genre Features and Background Knowledge to Make Predictions

In the next series of activities, you are asked to examine a text on a familiar topic, but presented in a less-familiar genre—the scholarly article. Remember, academic writing is simply one more genre with one more set of rules. Just like it would seem silly in a text message to write out "laugh out loud," so too are there expectations in academic texts about what should be included and how they should be presented.

Now, it's your turn to take on the challenge! Make sense of this text by using your background knowledge on the subject matter along with the reading strategies you have been practicing since the beginning of the course.

Scan the various features of the text. Then, read the first two or three paragraphs of the text and the conclusion. Once you have done so, make some initial observations, annotations, and predictions.

From there, move on to the questions below. Respond to any three questions (from 1-5), choosing the ones that will have the most interesting and revealing answers. Then work with your peers to respond to question 6. Write down your responses, whether in the margins of the article or on a separate sheet of paper. (Keep in mind that this series of activities is going to culminate in a reflection about how background knowledge and reading strategies helped you comprehend this text—so all the notes you make will not only help you to understand the text now, but will also help you to reflect upon the experience later.)

Individually

1. In scanning the text, what do you expect the main topics and ideas will be? What clues make you say so?

2. What is the structure of this text? Is it written in sections? Are there headings and subheadings? How is it organized? What does this organization suggest to you as a reader?

3. Where was this text published? Can you infer anything based on this information? How could you find out about this publisher or about the journal?

4. What kind of audience does this author seem to be expecting? What is the author's own field of study? Besides the author's own academic field, are there researchers in any other fields who might be interested in this research?

5. What do you already know about this subject matter that might help you understand the article?

In Groups

6. Compare your scholarly article to those articles found by a few of your peers. What are some of the features of these academic articles that seem different from other written genres with which you are familiar? What information do these features communicate? Why would this information be important and useful for an audience of people doing research?

Activity 11

Jargon and Figures in Scholarly Texts

You have already pointed out some features of a scholarly text that are generally not present in other genres. These include the abstract, the works cited section, and information about the authors. There are other features to consider as well, such as specialized language or jargon—words that are familiar to those who work in the field but not necessarily to the average reader.

1. Are there any images, tables, or charts that are labeled as "figures"? If your text has none, work with someone who does have figures in his or her article; find where in the body of the article those figures are referenced. What seems to be the purpose of labeling "figures" this way? Do the figures seem to enhance the information provided in the article in any way? Why do you think the author wanted to include them?

2. Go back to the abstract and read it all the way through. This can help you focus on main ideas when you are reading. Are there any unfamiliar words in the abstract that seem key to understanding the text? If so, circle them in the abstract; then look them up in the dictionary and write the definitions in the margin of your text. Do any of the unfamiliar words seem to be specialized vocabulary for the field of study that your article comes from? If you were assigned this text for a class, what other reading strategies besides consulting a dictionary might you use to understand the jargon?

Reading

Activity 12	**Think Aloud with a Scholarly Article**

As you move from previewing the scholarly article to a close reading, plan on applying a variety of reading strategies thoughtfully and thoroughly. Use your whole reading toolbox! Previously in this module, you thought aloud with a text that one of your peers brought to class. For this activity, you and a partner will take turns doing another think aloud in three stages.

Think-Aloud Stage One

Reader: Catch your partner up on all the strategies you have already used to preview the text. Explain to your partner the predictions you made about the text and what clues you used to do so.

Partner: Take notes on all the strategies your partner has already used to preview the text.

Think-Aloud Stage Two

Reader: Tell your partner what are you looking for as you read this text closely for the first time, and explain how you set your purpose. Then, think aloud while you read the first page or so of your scholarly article. Use strategies that will help you find what you are looking for in this first read!

Partner: Take notes on all the reading strategies that your partner uses to comprehend the text.

Think-Aloud Stage Three

Reader: Collect from your partner the list of reading strategies that you used; add any that he or she may have missed.

When one partner is finished as the "reader," switch roles, and go through the process again.

Activity 13	**Annotating the Scholarly Article**

Don't just think your thoughts; write them down. The annotations you make are the visible signs of your thoughtfulness. The prompts below will encourage certain kinds of annotations, but don't limit yourself to those. Show off a little bit, why don't you?

For each prompt below, there are directions for how to annotate and then a follow-up question to answer. Based on the understandings you attained while thinking aloud about your text, make your annotations first (including your self-directed ones!). Then go back, and respond to each of the follow-up questions. Share your responses to the follow-up questions with a partner.

- Highlight a few spots where the author makes claims that seem central to his or her argument; then summarize those spots in the margin. What is the main idea of this text? Paraphrase it in the margin.

- Using a highlighter, mark a few different spots where the author is providing evidence for main claims, and comment on (annotate) the significance in the margin. What kinds of evidence seem to be valued in this field of study?

- Underline sections where you are confused or where you have questions for the author; express your confusion or question in the margin. What steps could you take to sort out this confusion or get answers to your questions?

- Note examples, if there are any, of specialized vocabulary—words that seem specific to this field. What can you infer about this author's intended audience based on the use of these key words?

- Note at least three spots where you have trouble understanding the text because you lack some background knowledge (besides specialized vocabulary), and explain, as best you can, what type of information you seem to be lacking. Alternatively, if, because of your expertise in the subject matter, you fully understand every section of the text, then note three spots where comprehension depends on background knowledge that less expert readers might lack.

Postreading

Activity 14 | **Reflecting on Your Reading Process**

This module began by asking you to analyze a text that you brought to class—the subject matter and genre should have been familiar to you. Now you have just read a scholarly article. The subject matter of the article may have been familiar to you too in some respects; however, the conventions of the academic genre might have posed some reading challenges. It may help you to compare and contrast those experiences as you prepare to write the reflection below. The notes you and your peers have taken during the reading process should also help you develop a thoughtful response. At this point in the school year, having spent so much time practicing and applying reading strategies, you should have a lot to say!

For this reflection, respond to some or all of the following questions: What do you now know about the purposes of reading? The process of reading? The various types of reading? And how can you use this knowledge to support yourself in the future when you encounter a text that challenges you?

Use the graphic organizer below to reflect specifically on the experience of independently reading and annotating the scholarly article.

Reflecting on the Scholarly Article

Specific Area	Your Reflection
Background Knowledge Explain two elements that helped you comprehend the text (for example, your familiarity with subject matter and/or genre conventions).	
What I Understood Paraphrase two key ideas from the text and explain how each one contributes to the author's argument.	
Next Steps I Could Take Explain one place that confuses you or provokes a question. Then suggest a strategy you could use to address your confusion.	

Connecting Reading to Writing
Discovering What You Think

Activity 15

Beginning to Work With Multiple Genres

For your final assignment, you will compile a portfolio that includes several different kinds of writing about the same topic. You will write four or five texts of varying genres first; then you will write a reflective introduction to those pieces.

Begin by reading the assignment description.

Writing Task: Multi-Genre Portfolio

Putting together the Multi-Genre Portfolio: What is something interesting or important about your topic? Your response to that question will be your message, and you will need to shape that message for several different audiences. For each audience, choose a genre that you think would appeal to them. Choose four or five different text types from the categories below (at least one from each quadrant). Keep your audience in mind as you compose each text, paying special attention to use the text structure, style, and vocabulary that characterize each genre.

Categories of Text Types

Poem	Image or Photo
Haiku	Drawing
Prose Poem (free verse poem)	Comic Strip
Found Poem	Print Advertisement
Song Lyrics	Map
Spoken Word Poem	Public Service Announcement
Very Short Story	Meme
Tweet	Magazine or Newspaper Article
Instant Message	Op-Ed Piece
Instagram	Radio Spot
Reddit Post	Biographical Sketch
Blog Post	Movie Scene Script
Email	Dialogue
Review	Instructions
Wikipedia Entry	Recipe
Business Letter	Diary Entry

Writing the Introduction to your Multi-Genre Portfolio (400-500 words): Once you have completed composing all four or five texts for your multi-genre portfolio, write a reflective introduction that orients your readers to each of the pieces you have chosen to include. Explain the message all your pieces have in common. Then devote a paragraph to each of your texts that explains: 1) who the imagined audience is; 2) how the piece you wrote accommodated your audience's needs and expectations; and 3) how each particular genre required you to use text structure, style, and vocabulary. Finally, write a conclusion to your introduction that thoughtfully explains your experience of putting together this multi-genre portfolio. What did you learn or discover about yourself as a reader or about the demands of reading different genres? How can this new knowledge support your reading and writing in the future?

To get started with the portfolio, take the following steps:

1. **Determine your message.**

   The first step of the assignment asks you to answer this question: "What is something interesting or important about your topic?" For this portfolio, your "topic" is the one you brainstormed at the beginning of this module, about the kinds of things you choose to read outside of school (e.g., snowboarding, architecture, fashion, philosophy—you do *not* have to write about your scholarly article). What idea would you like to convey about your topic that might interest several different audiences?

2. **Consider your genre choices.**

   Once you have decided on your message, you will need to choose wisely the genres you will use to address the audiences you want to engage. Your choices of genre can be creative! For example, you might choose to write a recipe—but it doesn't have to be a recipe for food! Maybe your message is that your city should build a public recreation center; you could write a "Recipe to Keep Kids Healthy."

   If you did this, your recipe would need to follow formatting conventions, like a list of ingredients and the steps of the process for putting them all together. Sometimes recipes include nutritional information; your recipe could include the healthy benefits of building a recreation center. A recipe would also need to include the jargon of cooking—recipe-words like "blend," "mix," "add," "combine," "simmer" "let rise."

   Recipes also have stylistic conventions. Sometimes they are written straightforwardly, with just the facts. Other times, recipe-writers allow their personalities to come through, as though you are in their kitchen and they are personally showing you each step. In a recipe, you might even include an appealing picture of the finished product—your recreation center!

   Are you deeply familiar with the rules and expectations of some of these genres because you use them frequently? If there are specialized formatting and/or vocabulary elements, do you know what they are? What are the different reasons each of these genres can be effective? Are there genres listed that appeal to you, but you are not expert in? If so, how can you find out more about the genres that are unfamiliar to you?

3. **Consider your audiences.**

   Your choices of genre should be purposeful—each choice can be an effective way to appeal to a particular audience. Think of it this way: for any genre you choose, who should receive your message in that form? Who would understand or appreciate your message if you wrote it in a poem versus if you wrote it in a tweet? What kind of reader would each of these genres appeal to?

Identify the audience for each text as specifically as possible. For example, you might write a poem to submit to a particular online literary magazine that targets tween girls. An email you write is likely addressed to a specific person. On the other hand, a tweet would be read by all your followers, so how would you characterize them as a group? Each of those audiences has different expectations that you will consider as you compose. The clearer you can be about those expectations, the better your chances are of being understood by the audience you are trying to reach.

Finally, decide how you will have to adjust your message slightly for different audiences. For example, if your message is "Everyone should exercise," might you pitch it differently for your 10-year-old kid brother and your 90-year-old great-grandmother?

4. **Gather your planning into a chart.**

    In a graphic organizer set up like the one below, begin the process of creating your portfolio by outlining the choices you have made. For now, fill out just the boxes about your main idea, the genres you have chosen, the audiences you will address, and, if necessary, any adjusted messages.

    Note: You will complete this graphic organizer—the boxes about textual features and effective use of the genre—in Activity 16.

    Planning Your Portfolio

Your message:				
Genre Choice	Appropriate Audience	Adjusted Message?	Textual Features	What can make this text-type effective?
Quadrant 1				
Quadrant 2				
Quadrant 3				
Quadrant 4				
Quadrant 5 (Optional)				

Writing Rhetorically

Entering the Conversation

Activity 16	**Considering the Features of Various Genres**

For this portfolio, it is important for you to consider the *different features* that your texts will employ because your texts are written in *different genres.* Try to make sure that you are following the unwritten rulebook for each text type. These "rules" include elements like structure, vocabulary, and style.

Hash tags, line-breaks, emoticons, text-speak, and thought bubbles are all conventions found in different types of texts. Each of the genres you have chosen has formatting, vocabulary, and style decisions to be made in order to make your message look and sound right when it's finished. On the graphic organizer that you have already begun, finish your initial analysis of each text by listing as many features of the genre as you can.

For each genre, also consider what makes a text of that type effective? When you look at Very Short Stories, for example, what makes some of them "better" than others? What makes some memes go viral? What makes some emails worth forwarding and some images or video clips worth saving?

Use the table that you began in Activity 15 to collect your thoughts for each of the text types that you will be creating for your portfolio. Once you have completed your planning, begin creating your various texts.

Revising and Editing

Activity 17	**Peer-Review of Genre Pieces**

At this point in the process, you will be giving feedback to peers on the drafts of their multi-genre texts, and they will do the same for you.

You will receive a modified version of the graphic organizer that you used to plan your multi-genre portfolio pieces; now you will use it to gather feedback from your peers. The form is intended to help you keep track of the comments they make, so you can use the ones you find helpful to guide your revisions.

The following questions will guide the exchange of feedback between you and your peers. They are presented as yes or no questions, but you are always expected to explain your answers. Start by simply discussing the questions; then concisely capture your ideas in the appropriate boxes of the form.

- Is the message clear in each text?

- Has the author chosen an appropriate genre and message for each intended audience?

- Has the author used the features of each genre well? Are there any misused features? Or important ones ignored?

- Will the audience feel that their needs and expectations have been met in terms of style? language? formality? tone? politeness?

- Has the author used longer forms (like email and movie scene scripts, for example) to communicate information with more depth?

- In short forms (such tweets, poems, and Reddit posts) has the author used powerful words, images, or syntax to communicate as much as possible in a small amount of text?

- Are images well created (or well chosen) to help communicate the message?

- Is there anything else you notice that has not come up yet?

- Which of your comments, in your own opinion, is the top priority for revision?

Why is the message/genre appropriate for the intended audience? Does the message need adjustment? Take notes on feedback from peer reviewers below.

Feedback from Peer Reviewers

Genre Choice and Audience	Form and Features: Met expectations? Any missing?	Effectiveness: If so, why? If not, how could it be more effective?	Appeal to Intended Audience: Does it? Why or why not?	Appropriate for Intended Audience: If so, why? If not, how should it be adjusted?	Name of Peer Reviewer
Quadrant 1					
Quadrant 2					

Genre Choice and Audience	Form and Features	Effective-ness	Appeal to Intended Audience	Appropri-ate for Intended Audience	Name of Peer Reviewer
Quadrant 3					
Quadrant 4					
Optional 5					

Activity 18

Writing the Introduction to the Multi-Genre Portfolio

The introduction to your Multi-Genre Portfolio should be 400-500 words long.

Once you have completed composing all four to five texts for your portfolio, write an introduction that orients your reader to each of the pieces you have chosen to include. First, explain the message all your pieces have in common. Then devote a paragraph to each of your texts that explains: 1) who the imagined audience is; 2) how you accommodated your audience's needs and expectations; and 3) how the particular genre required you to use text structure, style and vocabulary. Finally, write a conclusion to your introduction that thoughtfully explains your experience reading a variety of genres and putting together this multi-genre portfolio. What did you learn or discover about yourself as a reader or about the demands of reading different genres? How can this new knowledge support your reading and writing in the future?

If you choose, you may use the table below to begin organizing your thoughts.

Graphic Organizer for Structuring the Multi-Genre Portfolio

1) **Introduction:** In your introductory paragraph, explain the message all your pieces have in common.			
2) **Body paragraphs** (one for each piece in your multi-genre portfolio)	Notes on intended audience	Notes on how you accommodated the audience's needs and expectations	Notes on how you met the requirements of structure, vocabulary, and style for the genre
Piece 1			
Piece 2			
Piece 3			
Piece 4			
Piece 5 (Optional)			
3) **Concluding paragraph:** What did you learn or discover about yourself as a reader or about the demands of reading different genres? How can this knowledge support your reading and writing in the future?			

Activity 19

Self- and Peer-Review of the Portfolio Introductions

Your teacher has provided you with a rubric for evaluating this assignment. Now, you will use that rubric to review your own portfolio and to offer specific feedback to peers.

Use the rubric below as your guide for peer review.

1. Did the writer describe an adequate number of pieces in the introduction?

2. Does the author use a title that clearly indicates what the particular message is that all four or five of their portfolio texts share? Write the title here:

3. For the descriptive paragraphs about each of the four or five different genres written, does the author adequately identify the audience for whom the piece was written and how that particular piece accommodated the imagined audience's needs as readers? Write down the intended audience for each piece included here:

    Piece 1.

    Piece 2.

    Piece 3.

    Piece 4.

    (Optional) Piece 5.

4. For each piece included in the portfolio, does the author clearly explain how text structure, style, and vocabulary were strategically used to enhance the text's appeal to their readers? Jot down what aspects of style, structure, and language conventions the author explains in the paragraph describing each of the four or five pieces?

    Piece 1.

Piece 2.

Piece 3.

Piece 4.

(Optional) Piece 5.

5. Has the author thoughtfully reflected on the demands of reading different genres? Has the author explained how this new knowledge could support future reading and/or writing?

6. Is the draft free of grammar and mechanical errors?

7. Is the draft free of run-ons and fragments?

8. Are words well chosen?

9. Is there anything that this author could improve on? Explain.

10. What has this author done particularly well?

Evaluating the Introduction

	1 Needs more work	2 Adequate	3 Good	4 Out-standing
Included adequate number of pieces in portfolio (four or five).				
The title appropriately describes the introduction's content.				
Each paragraph discussing a genre specifically identifies the audience and clearly describes the anticipated audience's needs.				
Each paragraph describing a genre clearly explains how text structure, style, and diction were strategically used to appeal to readers.				
Author has thoughtfully reflected on the demands of different genres.				
Author has explained how this new knowledge will inform future reading and writing.				
The introduction is free of grammar and mechanical errors as well as run-ons and fragments.				
The introduction utilizes an appropriately academic tone to discuss the author's portfolio.				
Is there anything the author could improve on?				
What has the author done particularly well?				

Activity 20

Incorporating Analysis and Feedback into a Final Draft

Considering your own analysis of your writing and others' feedback, incorporate the needed changes into your final draft. You may want to review the feedback with a partner to decide the most important changes to make.

MODULE: STUDENT VERSION