**Multi-genre Reading Review**

Reading is rewarding.

Reading builds a mature vocabulary.

Reading makes you a better writer.

Reading is hard and “hard” is necessary.

Reading makes you smarter.

Reading prepares you for the world of work.

Reading well is financially rewarding.

Reading opens the door to college and beyond.

Reading arms you against oppression.

This unit will expose you to different types of reading centered on the same theme or idea. You will learn to choose readings both from fiction and nonfiction, print and web that somehow connect to each other based on theme, character, topic, etc. Through multi-genre writing, you will link your reading together to find meaning.

**Step 1. Choose an anchor book that will help you find other readings to connect to it. This can be from different genres.**

Historical Fiction Mystery Fantasy Science Fiction Non-Fiction

Autobiography Biography Dystopian Fiction Realistic Fiction

Choose a book you know that you can finish by May 30th. We will be using a lot of class time for reading.

**Step 2. After getting a sense of characters, setting, theme, plot and big ideas of the book, start looking for other pieces of reading that will connect with your book. Find three other pieces of reading.**

Article in magazine or web Poem Song

Advertisement Spoken Word Info graphic

**Step 3: By now you should have a theme or topic that links all of your texts together. Choose four of the following writing genres (or any others that interest you) to explore your idea or theme further.**

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| [advice column](http://mshogue.com/ce9/multi_genre/genre_types.htm#advice columns) | [dialogue](http://www.pstcc.cc.tn.us/distance_learning/eng1010/dialogue.html) | [illustration](http://mshogue.com/ce9/multi_genre/genre_types.htm#illustration) | [obituary](http://www.nbardal.mb.ca/obitaryform.html) | [resume](http://jobstar.org/tools/resume/index.cfm) |
| [autobiography](http://www.sarasota.k12.fl.us/bhs/bryan/bryan_auto.html) | [diary](http://mshogue.com/ce9/multi_genre/genre_types.htm#diary) | [interview](http://mshogue.com/ce9/multi_genre/genre_types.htm#interview) | [one act play](http://mshogue.com/ce9/multi_genre/genre_types.htm#one act play) | [stream of consciousness](http://teenwriting.about.com/library/writinglessons/blwordsout2_7.htm) |
| [advertisement](http://mshogue.com/ce9/multi_genre/genre_types.htm#advertisement) | [encyclopedia entry](http://www.encyclopedia.com/) | [job application](http://mshogue.com/ce9/multi_genre/genre_types.htm#job application) | [personal commentary](http://mshogue.com/ce9/multi_genre/genre_types.htm#personal commentary) | [storyboard](http://www.sarasota.k12.fl.us/bhs/bryan/bryan_story.html) |
| [announcement](http://mshogue.com/ce9/multi_genre/genre_types.htm#announcement) | [eulogy](http://www.sarasota.k12.fl.us/bhs/bryan/bryan_eulogy.html) | [letter](http://mshogue.com/ce9/multi_genre/letter.htm) | [photo w/description](http://mshogue.com/ce9/multi_genre/genre_types.htm#photo with description) | [song/ballad](http://mshogue.com/ce9/multi_genre/genre_types.htm#song/ballad) |
| [book jacket](http://mshogue.com/ce9/multi_genre/genre_types.htm#book jacket) | [informative essay](http://mshogue.com/ce9/multi_genre/genre_types.htm#Informative essays) |  | [photo gallery/album](http://mshogue.com/ce9/multi_genre/genre_types.htm#Photo gallery/album) | [travel poster](http://mshogue.com/ce9/multi_genre/genre_types.htm#travel poster) |
| [campaign speech](http://mshogue.com/ce9/multi_genre/genre_types.htm#campaign speech) | [narrative essay](http://www.westga.edu/~writing/writing/handouts/writingessays/narrativeessay.html) | [map w/ legend](http://mshogue.com/ce9/multi_genre/genre_types.htm#map w/ legend) |   | [wanted poster](http://www.sarasota.k12.fl.us/bhs/bryan/bryan_want.html) |
| [cartoon](http://www.sarasota.k12.fl.us/bhs/bryan/bryan_cartoon.html) or [comic strip](http://www.sarasota.k12.fl.us/bhs/bryan/bryan_comics.html) | [persuasive essay](http://www.natick.k12.ma.us/schools/wilson/webquest/norton/internet_webquest/esaydesc.html) |  |   |   |
| [CD cover](http://mshogue.com/ce9/multi_genre/genre_types.htm#CD cover) | [eyewitness account](http://mshogue.com/ce9/multi_genre/genre_types.htm#eyewitness account) | [menu](http://mshogue.com/ce9/multi_genre/genre_types.htm#menu) | [poem](http://mshogue.com/ce9/multi_genre/poem.htm) |   |
| [character sketch](http://www.sheboyganfalls.k12.wi.us/cyberenglish9/TKAM/tkam.htm#Character%20Study) | [graph/chart](http://mshogue.com/ce9/multi_genre/genre_types.htm#graph/chart) | [monologue](http://www.vcu.edu/artweb/playwriting/monologue.html) | [quiz](http://mshogue.com/ce9/multi_genre/genre_types.htm#quiz) |   |
| [collage](http://mshogue.com/ce9/multi_genre/genre_types.htm#collage) | [greeting card](http://mshogue.com/ce9/multi_genre/genre_types.htm#greeting card) | [movie review](http://www.sarasota.k12.fl.us/bhs/bryan/bryan_movie.html) | [radio broadcast](http://www.greatnorthernaudio.com/audio_theater/format.txt) |   |
| [descriptive paragraph](http://mshogue.com/ce9/multi_genre/genre_types.htm#descriptive) | [grocery list](http://mshogue.com/ce9/multi_genre/genre_types.htm#grocery list) | [newspaper article](http://www.sheboyganfalls.k12.wi.us/cyberenglish9/TKAM/article.htm) | [recipe](http://mshogue.com/ce9/multi_genre/genre_types.htm#recipe) |   |

**Step 4: Create your end notes. This is where you explain your choices of readings and why you wrote what you did. Show how each piece connects to the anchor text’s theme or idea.**

*Example:*

End Notes:

* “Blocks” poem

I wrote this poem in very simple language, as to emulate the language of a small child. The poem represents the thoughts in my head when I took the blocks from Gwen during recess in kindergarten. I wrote this piece to show me being a bully, and it connects to the final piece in this paper. “Blocks” is a short poem because I felt poetry was the best way to get the simple thoughts of a kindergarten student on paper.

**Step 5: Create a table of contents for your project**

**Step 6: Write an introduction**

-Explain what your anchor text is, what it is about, and the theme or idea you chose to focus on.

**Step 7: Create a Works Cited page to acknowledge the texts that you didn’t write.**

During the unit, you will meet with me to discuss your book and readings. I will ask you some critical questions to make sure you are getting to the true essence of you readings. You may also ask for guidance about where to go to help choose your readings.

**Reading Review Checklist**

* Title Page
* Table of Contents
* Introduction
* Review and description of your anchor text

\*after your introduction and anchor text description, you can put the pieces in whatever order flows best.

* Three reading pieces
* Four writing pieces
* End Notes
* Works Cited page