

MULTI-GENRE TEXT SETS IN THE CLASSROOM

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FREQUENTLY VOICED PROBLEM

- _ Unengaged students**
- _ Students say they read, but they clearly don't comprehend what they read**
- _ Wide range of learning abilities**
- _ Mainstreamed English language learners**

What do good readers do?

- Question themselves about they read
- Synthesize information from various sources
- Identify, understand, and remember key vocabulary
- Recognize how a text is organized and use that organization as a tool for learning
- Judge their own understanding
- Evaluate authors' ideas and perspectives

— Commission on Adolescent Literacy, 1999

Two components of motivating students to read:

- _ Time to read**
- _ Variety of reading material that students can and want to read**

Instruction that has been shown to improve student achievement:

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Representing knowledge
- Learning groups
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers

— Marzano et al, 2001

Multiple-Intelligences

- **Linguistic**
- **Bodily-kinesthetic**
- **Spatial**
- **Musical**
- **Logical-mathematical**
- **Intrapersonal**
- **Interpersonal**
- **Naturalist**

— Gardner, 1983,1993

Students retain:

10% of what they read

20% of what they hear

30% of what they see

70% of what they talk over with others

Stice, 1987

One Suggested Strategy

- _ Multi-genre texts**
- _ Multi-level texts**
- _ Linked theme**
- _ Small Discussion Groups**

What are you talking about?

— Groups of four students

— Theme-set baskets

- **1 copy of several picture books**
- **1 copy of several chapter books**
- **4 copies of the core book**
- **1 copy of advanced reading text**
- **1 copy of non-traditional texts**

EXAMPLE:

And still they come...

Picture Books

- *The Thanksgiving Door* by Debby Atwell
- *One Green Apple* by Eve Bunting
- *Goldfish and Chrysanthemums* by Andrea Cheng
- *Milly and the Macy's Parade* by Shana Corey
- *Abuela* by Arthur Dorros
- *Soledad Sigh-Sighs* by Rigoberto Gonzalez
- *Uncle Peter's Amazing Chinese Wedding* by Lenore Look
- *My Chinatown: One Year in Poems* by Kam Mak
- *Tomas and the Library Lady* by Pat Mora
- *In English, Of Course* by Josephine Nobisso

And still they come...

Picture Books (con't.)

- *Flowers from Mariko* by Rick Noguchi & Deneen Jenks
- *First Day in Grapes* by L. King Perez
- *My Name Is Yoon* by Helen Recorvits
- *Maggie's Amerikay* by Barbara Timberlake Russell
- *Grandfather's Journey* by Allen Say
- *The Hard Times Jar* by Ethel Footman Smothers
- *Too Many Tamales* by Gary Soto
- *Going Home, Coming Home* by Truong Tran
- *Working Cotton* by Sherley Williams
- *Apple Pie 4th of July* by Janet S. Wong

EXAMPLE:

And still they come...

Fiction YA Books

- ***Behind the Mountains* by Edwidge Danticat**
- ***First Crossing* by Donald R. Gallo**
- ***The Trouble Begins* by Linda Himmelblau**
- ***The Circuit* by Francisco Jimenez**
- ***Drita, My Homegirl* by Jenny Lombard**
- ***Truth and Salsa* by Linda Lowery**
- ***A Step From Heaven* by An Na**
- ***The Beet Fields* by Gary Paulsen**
- ***Becoming Naomi Leon* by Pam Munoz Ryan**
- ***Flight to Freedom* by Ana Veciana-Suarez**

EXAMPLE:

And still they come...

History, Biography, & Poetry

- *Harvest* by George Anacona
- *To Seek a Better World* by Brent Ashabranner
- *I Saw Your Face* by Tom Feelings
- *America, My New Home* by Monica Gunning
- *Ten Hispanic American Authors* by Christine Hill
- *Cuban American Family Album* by Dorothy & Thomas Hoobler
- *Harvesting Home* by Kathleen Krull
- *They Sought a New World* by William Kurelek
- *Grandma Esther Remembers* by Ann Morris
- *To the Golden Mountain* by Lila Perl

EXAMPLE:

And still they come...

Core Book

- ***We Are Americans, Voices of the Immigrant Experience* by Dorothy & Thomas Hoobler**

EXAMPLE:

And still they come...

Advanced Reading Texts:

- ***Issues in Immigration* by Stephen Currie**
- ***How the Garcia Girls Lost Their Accents* by Julia Alvarez**

EXAMPLE:

And still they come...

Non-Traditional Text

- Picture sets "Ellis Island" & "Immigrant Life"
- "Neema's Story"
http://www.pbs.org/inthemix/shows/show_teen_immigrants5.html
- Laminate US map

Procedures

— Connection to social studies

- **Textbook – *The United States, Grade 5* (Scott Foresman) & *The American Journey*, grade 8 (Glencoe McGraw-Hill)**
- **Look for immigrant sections**
 - **Compare to core text, *We Are Americans***
 - **How are immigrants covered in text?**
 - **Does there seem to be a point of view?**

Procedures

- _ All students read all picture books during one class period**
 - Discuss possible theme(s)**
 - Pass-Around –**
 - _ Title of Book – theme and example to support**

Procedures

Chapter Books

- **Students select one chapter book to read within one week**
 - **During week, other activities related to theme (poetry, vocabulary, grammar, short writings)**
 - **At completion of novel, each student reports to group a short plot summary and theme**
 - **Compare themes to picture book themes**
 - **Discuss author's point of view toward the recent immigration experience**

Procedure

Core Text

- ***We Are Americans***
- **Ethnic activities across USA**
 - _ **Create stories from large photos**
 - _ **Artistic contributions from one of the ethnic groups (visual, musical, writings) – replicate style**
 - _ **Poster Walk – Various ethnic groups**
 - _ **“Oranges” & “The Red Palm” by Gary Soto – choral reading**
 - _ **Blog or Wiki for discussion questions**

Procedure

— Culminating Activity (ies)

- Multi-genre project/paper on recent immigrants to include**
 - At least three genres (fiction, nonfiction, poetry, biography, diary entry, letter, other)**
 - At least one primary source material**
 - Reflection on connection to immigration unit**

Procedure

— Culminating Activity (ies)

- **Choose one of the following quotations, explaining it's relationship to *We Are Americans***
 - **People who share a common direction and a sense of community can get where they are going quicker because they are traveling one another's trust.**
 - **"Even if I knew the world would go to pieces tomorrow, I would still plant my apple tree."
Martin Luther King**
 - **"All the problems we face in the US today can be traced to an unenlightened immigration policy on the part of the American Indian" Pat Paulsen**

ADVANTAGES

- _ Build prior knowledge necessary for core text with more easily accessible texts**
- _ Make text-to-text connections**
- _ Small group discussions of books requires more than parroting book jacket blurb**
- _ Differentiating more easily accomplished**
- _ May actually enjoy a canonical book!**

THE END

The image features the words "THE END" in a bold, 3D, purple font. The letters are arranged in a slightly curved line across the top of a rectangular frame. Below the text, a road with white perspective lines recedes into the distance, creating a sense of depth. The background within the frame is a light, neutral color, while the entire scene is set against a dark grey background.