

OVERHEAD
Bring a Text to Class

CHALLENGE YOUR TEACHER TO A READING MATCH!

What do you like to read in your spare time? Instant messages from your friends? Zines? Blogs? Magazines? Books about your hobbies and interests? Poetry? Mysteries? Romance? Science Fiction? Instruction manuals for your favorite video games? 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. You might consider bringing in things like song lyrics, computer manuals, video game instructions, materials from the Internet, technical sports articles or books and magazines about your hobbies and out-of-school activities (dance, wrestling, music, sports, cars, etc.), or any other specialized text you are comfortable reading. Challenge your teacher to a reading match!

Please remember that your text, if it is to be read in class by you and your classmates, must contain appropriate language for the classroom. Your teacher will let you know specifically what that means.

- song
- poem
- fairy tale
- magazine article
- favorite book
- manual (bike, computer, video game)
- non-fiction or fiction

DRAFT

**The California State University
Task Force on Expository Reading and Writing**

12th GRADE EXPOSITORY READING AND WRITING COURSE

Bring a Text You Like to Class

Student Version 1.1

Surveying the Text

1. Why do you like this text?
2. Who wrote it?
3. When was it written?
4. What type of audience do you think the author most anticipated for his/her writing?
5. What are the main topics and ideas in the text?
6. How is the text organized? Are there sections? Subheadings?
7. Why did you choose this particular reading to bring to class?
8. State the most significant theme or main idea of the text.

Introducing Key Vocabulary, Phrases and Concepts

1. Look through the text you brought in and then write down six to eight key words or phrases that you believe some readers might not understand.
2. With each word or phrase explain what you imagine might be difficult or unfamiliar about it for some readers.
3. Explain how each term is related to the main idea of the text.
4. Based on the context, and on what you know about the topic of the text, write a definition of each word or phrase.
5. Choose the two most intriguing words to look up in the dictionary and compare your definitions to those you find in the dictionary. How are the definitions similar and/or different?
6. Finally, use each of your six to eight words or phrases in a sentence of your own, and describe how each word functions in the sentence (noun, adjective, verb, adverb, etc.).

Making Predictions and Asking Questions

1. Who would be unfamiliar with this kind of text? How might that affect their ability to read it? Do you think the subject of this reading falls outside your teacher's experience or knowledge of the world?
2. Does the topic of this text fall outside your own experience or knowledge, or is it something with which you are familiar?
3. 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 those words or phrases.
4. What background knowledge, information or life experience do you think readers would need to have in order to understand this text?
5. What do you know about the author? Can you infer anything about the author from the text?
6. Where did this text appear? What might that tell you about the audience the author seems to expect?
7. What do you think the purpose of this text is? does the writer aim to persuade, scold, instruct, amuse, explain, describe or perhaps change reader's mind about something?
8. Turn the title into a question that you think the text answers.

Looking Closely at Language

1. Make a list of any words, phrases or ideas that you think might confuse readers who are unfamiliar with this particular topic or genre.
2. Choose three of these potentially challenging words or expressions and explain who might have difficulty with them. (Does anyone you know come to mind?)
3. Think about what your classmates or teacher might want to know about the word or expression. Does the text leave any issues unresolved or any questions unanswered? If so, how would you address these?
4. Formulate two questions based on the text. Try to ask questions that you think will generate interesting class discussion. (What do you think your classmates will wonder about? What do you wonder about? Does the text leave any questions unanswered or any problems unresolved?)