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Outside Reading [9th-12th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Outside Reading

Grade Level: High school

Subject/Topic Area(s): English

Designed By: Elizabeth Muire

Time Frame: Six Weeks

School District: North East Independent School District

School: Churchill High School

School Address and Phone: 12049 Blanco, San Antonio, TX 78216
210-356-0000

Brief Summary of Unit (Including curricular context and unit goals):

This unit is intended to show students that the reading they do for pleasure involves the same set of thought processes that reading literature academically does. Students will choose novels or narrative nonfiction to read outside class and use these narratives to explore how authors use literary elements to make books enjoyable to read.

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UBD

Unit: Outside Reading Grade: High School	
Stage 1: Desired Results	
Understandings	
<i>Students will understand that...</i> Pleasure reading has the same elements as academic reading Readers understand unconsciously the elements made explicit in academic settings Transfer goal: connect understanding of how literature works from academic works to pleasure reading for a deeper understanding of works read for enjoyment rather than academia.	
Essential Questions	
How do authors create the parts of books that make them enjoyable to read?	
Knowledge <i>Students will know...</i> How good authors use literature to affect readers The purpose and usage of literary elements	Skills <i>Students will be able to...</i> Recognize literary elements in pleasure reading as well as academic Explain how literary elements affect readers Recognize and define literary elements; including theme, tone, mood, main idea, and symbolism; and figurative language; including simile, metaphor, personification, imagery, and irony.
Stage 2: Assessment Evidence	
Performance Task: Expository/Analytical essay	
Other evidence: <i>(quizzes, tests, academic prompts, self-assessments, etc.</i> <i>note – these are usually included where appropriate in Stage 3 as well)</i> Reading self-assessment Station Packet Literary elements quiz Outside reading packet Compare/Contrast chart for Outside Read and Class Novel Book Talk	
Stage 3: Learning Activities	
<i>(Steps taken to get students to answer Stage 1 questions and complete performance task)</i> Time: six weeks, mostly outside class. <ul style="list-style-type: none">• In class: As an exit slip the day before, model the Reading Self-Assessment and then have students take their own• In class: Spend a day in the library finding narratives (fiction or nonfiction) for the	

students to read. Students should read something that interests them, and is an appropriate difficulty. The books will be read outside class, at a rate of roughly 30 pages a week.

- In class: Students will move through stations to review the major literary elements, spending five minutes at each station.
 - Station 1: students will list books, movies, video games, etc, which fit a given theme
 - Station 2: Students will finish famous similes and metaphors with other comparisons.
 - Station 3: Students will write personifications of objects in their everyday lives (ie. Their cell phones, textbooks, desk, etc).
 - Station 4: Students will rewrite Alanis Morissette's "Ironic" to appropriately reflect its title, line by line
 - Station 5: Students will rewrite lines of a familiar fairy tale to be grossly exaggerated, line by line
 - Station 6: Students will change mood words in a story to change the tone of the piece
- In class: Quiz over literary elements
- Outside class, for six weeks: students will read their narratives, roughly 30 pages a week. Some reading in class is to be expected, but most reading will be done outside class.
- In class one day a week for six weeks: three or four students will give short book talks about their book, and the class period will be devoted to working on the weekly section of the Outside Reading Packet. Book talks may, by necessity, extend beyond the six weeks of this project
- In class: When the students are finished with their Outside Reads, students will compare and contrast the use of literary elements of their OR with the use of literary elements in the Class Novel. The CN side of the chart will be filled out together as a class; the students will fill out the OR side and the comparison as needed.
- In class: Hand out essay directions and rubric and go through it. Students will have three days in class to fill out frame and draft their rough draft.
- In class: When drafts are finished, spend a period revising and editing together.
- In class: Students will have one further class period to polish their final drafts, which are due at the end of the period.

Performance Task

Literary Elements Essay

Using your Outside Read, the Class Novel, your comparison chart, and your Outside Reading Packet as evidence, write an essay analyzing how authors use literary elements to make literature more enjoyable.

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Each paragraph should include:

INTRO:

Hook: _____

Thesis:

Stance (which side are you on?): _____

Reasons: _____

BODY:

Transition: _____

Reason from intro: _____

Explanation of how reason supports thesis: _____

Evidence from book: _____

Explanation of how evidence supports reason: _____

BODY:

Transition: _____

Reason from intro: _____

Explanation of how reason supports thesis: _____

Evidence from book: _____

Explanation of how evidence supports reason: _____

BODY:

Transition: _____

Reason from intro: _____

Explanation of how reason supports thesis: _____

Evidence from book: _____

Explanation of how evidence supports reason: _____

CONCLUSION:

Transition: _____

Restate thesis: _____

Restate reasons: _____

End with awesome: _____

Rubric

Literary Elements Essay

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	

Total Score:	
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Revising and Editing

- Intro/Conclusion
 - In your THESIS
 - Underline your STANCE (yes or no) in red
 - Underline your REASONS, one brown, one orange, one pink
 - Check: does it mean the same but sound different in both paragraphs?
 - Underline your HOOK and CALL TO ACTION in green
 - If you don't have RED, BROWN, ORANGE, PINK and GREEN in both your intro and conclusion, you should.
- Body Paragraph
 - Underline your TRANSITION in purple. There should be one in each paragraph
 - Underline your REASON in the color from the intro (brown, orange, or pink). There should be one in each paragraph.
 - Underline your EVIDENCE in blue. Make sure you mention what book it comes from and who wrote the book.
 - Does it support the colored reason?
 - If you don't have PURPLE and either BROWN, ORANGE, or PINK, in each paragraph (one for each), you should.
 - If you don't have at least one BLUE UNDERLINING in each paragraph, you should.
- Spelling and Grammar
 - Spelling: if you don't know, check.
 - There should be a capital letter at the front and end punctuation at the back of every sentence.
 - Read it aloud to yourself or a friend. Does it SOUND right?
 - Does your paper make sense in the order it is in?
 - Is your strongest argument the last one?

Finally

- Fix any errors
- Add any missing information or quotes
- Adjust any place you are confusing

Other Evidence

Reading Self-Assessment

Do you like to read?

What's the last book you read for school?

What's the last book you read outside of school?

What's the last book you read that you enjoyed? Was it for school?

What did you like about it?

What do you like about reading?

What do you not like about reading?

Station Packet

Station 1: Theme

List one book, film, video game, comic, etc that fits each theme.

Love	Power	Corruption
Prejudice	Courage	Family
Betrayal	Death	Sacrifice

Station 2: Simile and Metaphors

Finish the following famous similes and metaphors with something *other* than their famous end.

- Life is like... _____ (box of chocolates)
- All the world's a... _____ (stage)
- Blind as a... _____ (bat)
- My love is like a... _____ (red, red rose)
- It's raining... _____ (cats and dogs)
- Dead as a... _____ (doornail)

Station 3: Personification

Pick an object you see or use every day and personify it to explain your daily interactions with it.
Ex. The desk leapt out and grabbed my foot. My cellphone won't let go of my hand.

Station 4: Irony

Pick a line from the following song and rewrite it to include actual irony.

Ex: a young man turned twenty eight, won the lottery, and died the next day.

An old man turned ninety-eight
He won the lottery and died the next day
It's a black fly in your Chardonnay
It's a death row pardon two minutes too late
And isn't it ironic... don't you think

Chorus:

It's like rain on your wedding day
It's a free ride when you've already paid
It's the good advice that you just didn't take
Who would've thought... it figures

Mr. Play It Safe was afraid to fly
He packed his suitcase and kissed his kids goodbye
He waited his whole damn life to take that flight
And as the plane crashed down he thought
"Well isn't this nice..."
And isn't it ironic... don't you think

Chorus

A traffic jam when you're already late
A no-smoking sign on your cigarette break
It's like ten thousand spoons when all you need is a knife
It's meeting the man of my dreams
And then meeting his beautiful wife
And isn't it ironic...don't you think
A little too ironic...and, yeah, I really do think...

Chorus

Station 5: Hyperbole

Rewrite a single line of the following story. Keep the general meaning the same, but grossly exaggerate the details.

Ex: Many times upon a time, there were fifty million little pigs headed out to make their millions.

Once upon a time, there were three little pigs, headed out to make their way in the world.

Soon they met a man who was carrying some straw. The first little pig built himself a house out of it. He was very pleased with his house.

The second little pig and the third little pig went on along the road. Soon they met a man who was carrying some sticks. Then the second little pig built himself a house of sticks. It was stronger than the house of straw. The second little pig was very pleased with his house.

The third little pig walked along the road by himself. Soon he met a man carrying some bricks. Then the third little pig built himself a house of bricks. It took him a long time to build it, and it was a very strong house. The third little pig was very pleased with his house.

The next day, the wolf came along the road. He came to the house of straw that the first little pig had built. When the first little pig saw the wolf coming, he ran inside his house and shut the door. The wolf knocked on the door, but the little pig refused to let him in. So he huffed and he puffed. The house of straw fell down, and the wolf ate up the first little pig.

The next day, the wolf walked further along the road. He came to the house of sticks that the second little pig had built. When the second little pig saw the wolf coming, he ran inside his house and shut the door. The wolf knocked on the door, but the little pig refused to let him in. So he huffed and he puffed. The house of sticks fell down, and the wolf ate up the second little pig.

The next day, the wolf walked further along the road. He came to the house of bricks that the third little pig had built. When the third little pig saw the wolf coming, he ran inside his house and shut the door. The wolf knocked on the door, but the little pig refused to let him in.

So he huffed and he puffed, and he huffed and he puffed. But the house of bricks did not fall down.

The wolf was very angry, indeed. He said, "Little pig, I am going to eat you up. I am going to climb down your chimney to get you." The little pig was very frightened, but he said nothing. He put a big pot of water on the fire to boil. The wolf climbed on the roof, and then he began to come down the chimney. The little pig took the lid off the pot, and when the wolf came out of the chimney, he fell into the pot with a big splash! That was the end of the wolf.

Station 6: Mood and Tone

Change the underlined mood words to another mood in order to change to tone of the poem.

Once upon a midnight dreary, while I pondered, weak and weary,

Over many a quaint and curious volume of forgotten lore—

While I nodded, nearly napping, suddenly there came a tapping,

As of some one gently rapping, rapping at my chamber door—

"'Tis some visitor," I muttered, "tapping at my chamber door—

Only this and nothing more."

Ah, distinctly I remember it was in the bleak December;

And each separate dying ember wrought its ghost upon the floor.

Eagerly I wished the morrow;—vainly I had sought to borrow

From my books surcease of sorrow—sorrow for the lost Lenore—

For the rare and radiant maiden whom the angels name Lenore—

Nameless here for evermore.

Literary Elements Quiz

Underline and label the following literary elements in the poem, "Sketch" by Carl Sandburg.

Simile or Metaphor

Personification

Imagery

Hyperbole

Sketch

By Carl Sandburg

The shadows of the ships

Rock on the crest

In the low blue lustre

Of the tardy and the soft inrolling tide.

A long brown bar at the dip of the sky

Puts an arm of sand in the span of salt.

The lucid and endless wrinkles

Draw in, lapse and withdraw.

Wavelets crumble and white spent bubbles

Wash on the floor of the beach.

Rocking on the crest

In the low blue lustre

Are the shadows of the ships.

1. What is the theme of this poem?
2. What is the tone or mood of this poem?

Outside Reading Packet

Length of Narrative: _____ \div 6 = _____ pages per week.

This is how many pages you MUST read per week in order to finish your Outside Read on time. Even if you read ahead, this is how many pages need to be in each section of this packet.

Requirements:

1. You must have your book with you EVERY DAY. You will be given time in class to read this book.
2. You must choose a work that is appropriate. You may NOT choose a book that is part of the school curriculum or one that you've previously read.
3. This reading assignment will count as a major grade each nine weeks. A rough estimate of your grade is below.
 - 200 pages or more read, all written work completed, and ability to discuss book adequately = 95-100
 - 175 pages read, all written work completed, and ability to discuss book adequately = 80-84
 - 125 pages read, all written work completed, and ability to discuss book adequately= 60-65
 - 100 pages read, all written work completed, and ability to discuss book adequately = 50

Outside Read Information Sheet:

Title: _____

Author: _____

Year published: _____

Topic: _____

Fiction or Nonfiction

Plot summary:

Prediction:

I think this book will be about _____

After you read:

Setting	Significance of opening scene
Symbols	Significance of ending or closing scene
Possible Themes	

Was your prediction right? What did you get right, and what wrong?

Did you enjoy the book? Why or why not?

Compare/Contrast chart for Outside Read and Class Novel

In the following table, write quotes from the narrative which convey the listed literary elements. In the final column, explore any similarities and differences in *how* the author shows these elements.

Literary Element	Outside Novel	Class Novel	How?
Theme:			
Tone			
Mood			
Irony			
Main Idea			
Figurative Language			

Book Talk Sign-up Sheet

Fri X/X

Fri X/X

Fri X/X

Fri X/X

Fri X/X

Fri X/X

Fri X/X

Book Talk Rubric

Oral Presentation Rubric : Book Talk

Student Name: _____

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Includes target information and explains the work more thoroughly, including a review.	Explains title, author, main idea, main characters, and major themes.	Explains title, author, and main idea of book.	Does not seem able to explain his/her book at all.
Time-Limit	Presentation is 3-4 minutes long.	Presentation is 2-3 minutes long.	Presentation is 2 minutes long.	Presentation is less than 2 minutes OR more than 4 minutes.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.