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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<tr>
<th>UBD</th>
</tr>
</thead>
</table>
| **Unit:** Outside Reading  
**Grade:** High School  |

### Stage 1: Desired Results

**Understandings**

Students will understand that...
- 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?

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
</table>
| **Students will know...**  
How good authors use literature to affect readers  
The purpose and usage of literary elements | **Students will be able to...**  
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:**  
(Quizzes, tests, academic prompts, self-assessments, etc.  
*Note: These are usually included where appropriate in Stage 3 as well*)

- 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

*(Steps taken to get students to answer Stage 1 questions and complete performance task)*

Time: six weeks, mostly outside class.

- 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

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: _________________________________________________
# Literary Elements Essay Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 - Above Standards</th>
<th>3 - Meets Standards</th>
<th>2 - Approaching Standards</th>
<th>1 - Below Standards</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar &amp; Spelling</strong></td>
<td>Author makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
<td></td>
</tr>
<tr>
<td><strong>Focus or Thesis Statement</strong></td>
<td>The thesis statement names the topic of the essay and outlines the main points to be discussed.</td>
<td>The thesis statement names the topic of the essay.</td>
<td>The thesis statement outlines some or all of the main points to be discussed but does not name the topic.</td>
<td>The thesis statement does not name the topic AND does not preview what will be discussed.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence and Examples</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
<td></td>
</tr>
<tr>
<td><strong>Sequencing</strong></td>
<td>Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.</td>
<td>Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Closing paragraph</strong></td>
<td>The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.</td>
<td>The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.</td>
<td>The author's position is restated within the closing paragraph, but not near the beginning.</td>
<td>There is no conclusion - the paper just ends.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score:**
Revising and Editing

- Intro/Conclusion
  - 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 1: Theme
List one book, film, video game, comic, etc that fits each theme.

<table>
<thead>
<tr>
<th>Love</th>
<th>Power</th>
<th>Corruption</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prejudice</td>
<td>Courage</td>
<td>Family</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Betrayal</td>
<td>Death</td>
<td>Sacrifice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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,

"'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.
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?
Length of Narrative: \[ \frac{\text{__________}}{6} = \text{______________} \] 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: __________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Forecast:

I think this book will be about_________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Week 1

Choose one of the following sentence starters and reflect on your reading of this week.
I really liked…. I wondered about…. I wish x had happened, because…. I didn’t like….. This reminded me of…. One consequence of x could be… If  x, then …. The central issue is…. I’m surprised that ….

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Write two (2) quotes that affected you *emotionally* (anger, fear, sorrow, love, joy) in the section you read this week.
1.

2.

Identify at least one literary element (check your notes if you need help) in each of those two quotes.
1.

2.

Identify two other quotes which contain literary elements from the section you read this week.
1.

2.

Do those passages affect the tone, mood, or theme of the section you read this week? How? Why?
Week 2

Choose one of the following sentence starters and reflect on your reading of this week.
I really liked…. I wondered about…. I wish x had happened, because…. I didn’t like…. This reminded me of…. One consequence of x could be…. If  x, then …. The central issue is…. I’m surprised that ….

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Write two (2) quotes that affected you *emotionally* (anger, fear, sorrow, love, joy) in the section you read this week.
1.
2.

Identify at least one literary element (check your notes if you need help) in each of those two quotes.
1.
2.

Identify two other quotes which contain literary elements from the section you read this week.
1.
2.

Do those passages affect the tone, mood, or theme of the section you read this week? How? Why?
Week 3

Choose one of the following sentence starters and reflect on your reading of this week.
I really liked…. I wondered about…. I wish x had happened, because…. I didn’t like….. This
reminded me of…. One consequence of x could be… If  x, then …. The central issue is…. I’m
surprised that ….

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Write two (2) quotes that affected you emotionally (anger, fear, sorrow, love, joy) in the section
you read this week.
1.

2.

Identify at least one literary element (check your notes if you need help) in each of those two
quotes.
1.

2.

Identify two other quotes which contain literary elements from the section you read this week.
1.

2.

Do those passages affect the tone, mood, or theme of the section you read this week? How?
Why?
Choose one of the following sentence starters and reflect on your reading of this week.
I really liked…. I wondered about…. I wish x had happened, because…. I didn’t like….. This reminded me of…. One consequence of x could be… If x, then …. The central issue is…. I’m surprised that ….  

______________________________________________________________________________  

______________________________________________________________________________  

______________________________________________________________________________  

______________________________________________________________________________  

______________________________________________________________________________  

______________________________________________________________________________  

______________________________________________________________________________  

______________________________________________________________________________  

______________________________________________________________________________  

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1.  

2.  

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1.  

2.  

Identify two other quotes which contain literary elements from the section you read this week.
1.  

2.  

Do those passages affect the tone, mood, or theme of the section you read this week? How? Why?
Choose one of the following sentence starters and reflect on your reading of this week.
I really liked…. I wondered about…. I wish x had happened, because…. I didn’t like….. This
reminded me of…. One consequence of x could be… If x, then …. The central issue is…. I’m
surprised that ….

Write two (2) quotes that affected you emotionally (anger, fear, sorrow, love, joy) in the section
you read this week.
1.

2.

Identify at least one literary element (check your notes if you need help) in each of those two
quotes.
1.

2.

Identify two other quotes which contain literary elements from the section you read this week.
1.

2.

Do those passages affect the tone, mood, or theme of the section you read this week? How?
Why?
Choose one of the following sentence starters and reflect on your reading of this week. I really liked…. I wondered about…. I wish x had happened, because…. I didn’t like….. This reminded me of…. One consequence of x could be… If x, then …. The central issue is…. I’m surprised that …. 

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Write two (2) quotes that affected you *emotionally* (anger, fear, sorrow, love, joy) in the section you read this week.
1. 

2. 

Identify at least one literary element (check your notes if you need help) in each of those two quotes.
1. 

2. 

Identify two other quotes which contain literary elements from the section you read this week.
1.

2. 

Do those passages affect the tone, mood, or theme of the section you read this week? How? Why?
After you read:

<table>
<thead>
<tr>
<th>Setting</th>
<th>Significance of opening scene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbols</td>
<td>Significance of ending or closing scene</td>
</tr>
</tbody>
</table>

Possible Themes

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

______________________________________________________________________________
______________________________________________________________________________

Did you enjoy the book? Why or why not?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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.

<table>
<thead>
<tr>
<th>Literary Element</th>
<th>Outside Novel</th>
<th>Class Novel</th>
<th>How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irony</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Idea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figurative Language</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Book Talk Rubric**

**Oral Presentation Rubric : Book Talk**

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