

Outside Reading Overview



Date Assigned:
Tuesday,
November 3

Guidelines

- You must always have a book you are reading outside of class and I expect you to always have your book with you.
- This book is subject for approval.
- I expect you to read each day from your outside reading book.
- Books must be appropriate to your age, interests, and ability.
- Class texts and summer reading books do not count.

Overview The main idea is that you need to **always** have (at least) one book you are reading on your own outside of class. This book, along with your planner, should be brought with you to each class every day. Yep, every single day, every single class. You never know when the opportunity will present itself for you to be able to read a few pages.

You are expected to read from a different genre every nine-weeks. For example, you might chose a mystery this nine-weeks and opt for a historical fiction for the second half of the semester.

Philosophy The philosophy behind the outside reading requirement is quite simple:

- The more you read, the more you know.
- Reading is fun, especially if you choose what you read.
- The more you read, the better your vocabulary, the higher your FCAT, ACT, and PSAT scores, the better you think in all your classes and situations.
- You need to choose your own books whenever possible, guided only by your

interests and needs at the time.

- It is okay to abandon a book if it is dull or too difficult and get another one.—As long as you do not wait until the last minute to do so.
- If you love to read you will never be bored, especially if you always have a book or a magazine with you at all time.

Important Note I have and know of many excellent books I would be happy to recommend to you. My ultimate recommendation, however, is to be sure you find a book you are really interested in reading. Any books in my room are yours to borrow so long as you sign them out. If you misplace a borrowed book, it is up to you to bring in a new replacement copy of the exact book.

What I know is this: reading well is the price of admission to success in school, work, and life. It enriches your life, strengthens your mind, and helps you understand yourself and others.

Now let's get started!

Student Responsibilities:

1. Select an appropriate book, bring to class for teacher approval no later than Monday, November 9 (10 points)
2. Make sure book is available for the cover to be copied and autographed for our "Wall of Books" on Friday, November 13 (10 points)
3. Maintain and update your reading portfolio index card (10 points)
4. Complete all graphic organizers (each worth 25 points)
 - Character's "Ingredients Listing"
 - Plot and Structure: Pencil, Eraser
6. Complete assigned writing project (100 points)—see back of page for project options and details

Due Date: Thursday, December 10

All pieces (except for the book cover and reading portfolio index card) should be stapled together for turn in.

Tentative Student-Teacher Reading Conference Schedule (each worth 25 points):

- Friday, November 13
- Wednesday, November 18
- Wednesday, December 2

Students are responsible if absent during the day of the reading conference to obtain and complete the necessary work. It is up to the student to request and retrieve the necessary materials.



Project Options and Rubric

Select one of the following statements to complete and then elaborate on in a four—five paragraph essay.

1. (Character name) is a _____ because _____.
2. The chain of events in this novel is a _____ because _____.
3. The mood in this novel is a _____ because _____.
4. The writing style in this novel is a _____ because _____.
5. The novel is built (put together) like a _____ because _____.

Essay Expectations:

- Essay will be well developed.
- Essay will address and answer the metaphor proposed.
- Specific details from the text will be given in support to “defend” the metaphor.
- Quality work standards will be present (proper conventions and spelling, written legibly in pen or typed with little to no distracting errors).
- Student will use the rubric given for reference on how work will be graded.

Rubric for Each Graphic Organizer (2)

5	4	3	2	1	0	Organization	Graphic organizer is complete. Each section has been satisfactorily completely.
5	4	3	2	1	0	Insight and Comprehension	Your comments show insight and comprehension of your book and topic.
5	4	3	2	1	0	Focus	Central idea is clear and effective. Maintains focus throughout and information is logically linked.
5	4	3	2	1	0	Quality Work Standards	Work is typed or clearly handwritten with no scratch outs or mistakes. Margins are clear. Paper is straight and orderly. Beautiful, careful work (e.g., does it look like it was written or created at the last minute?).
5	4	3	2	1	0	Conventions	Your work is grammatically correct with no spelling or grammatical errors.

Student Name: _____ Class: _____

2009-2010 Second Nine-Weeks' Outside Reading Project Rubrics—For 1st and 6th Period Classes

Reading Index Portfolio Grade	
10 8 6 4 2 0	Index card is complete with the book's title, author, number of pages, and start and end dates of reading.
Grade: /10	
Wall of Books	
10 7 0	Book was brought in on specified date for cover to be copied for class' Wall of Books or copy was brought in of cover by student by specified date.
Grade: /10	

Graphic Organizer Rubrics		
Character's Ingredient Listing	Pencil, Eraser	Criteria
5 4 3 2 1 0	5 4 3 2 1 0	Organization Graphic organizer is complete. Each section has been satisfactorily completely.
5 4 3 2 1 0	5 4 3 2 1 0	Insight and Comprehension Your comments show insight and comprehension of your book and topic.
5 4 3 2 1 0	5 4 3 2 1 0	Focus Central idea is clear and effective. Maintains focus throughout and information is logically linked.
5 4 3 2 1 0	5 4 3 2 1 0	Quality Work Standards Work is typed or clearly handwritten with no scratch outs or mistakes. Margins are clear. Paper is straight and orderly. Beautiful, careful work (e.g., does it look like it was written or created at the last minute?).
5 4 3 2 1 0	5 4 3 2 1 0	Conventions Your work is grammatically correct with no spelling or grammatical errors.
Grade: / 25	Grade: / 25	

Student Name: _____ Class: _____

6+1 Trait Writing Model : Outside Reading Project Metaphor Essay Rubric

Category	4	3	2	1
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his/her own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.
Quality Work Standards	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable or there are several distracting corrections.
Completeness	Fully answers and responds to metaphor selected.	Partially answers and responds to metaphor selected.	Attempt is made to answer and respond to metaphor selected but reader is left with many questions.	Does not attempt to answer or respond to metaphor selected.

Grade:

Comments:

Name: _____ Date: _____ Class: ____

Pencil, Eraser: A Metaphorical Graphic Organizer to Help You Analyze a Book's Plot and Structure

Explanation: A pencil has two ends, one for writing and the other for erasing. Using the clip art illustration of a pencil, write the character's name in the shaft (center) of the pencil. On the writing end of the pencil, note the actions the protagonist (character) *wishes he or she had done*. On the eraser end, consider the actions the protagonist *wishes he or she could erase*.

Possible variation: On the writing end of the pencil, note what a character *actually did* in the book. On the eraser end, determine if any of these actions could be completely erased. What steps would the character have to do to erase his or her actions? Is total erasure even possible?

Feel free to draw your own pencil then add your character's actions.

1. Required elements include: title of book and character's name
2. Four to five actions either wished for or completed by the protagonist.
3. On the eraser end, add four to five "action" wishes by the protagonist or steps that could have been taken to erase the actions.
4. A written explanation—one to two paragraphs—explaining your choices and why you selected which ones were listed first and last. Do not just repeat listing your list. That would be boring and not a truly deep reflection! Let your creativity zoom.



Student Name:

Title of Book:

**Pencil, Eraser: A Metaphorical Graphic Organizer
to Help You Analyze a Book's Plot and Structure**



Name: _____ Date: _____ Class: ____

Ingredients Listing: A Metaphorical Graphic Organizer to Help You Analyze a Book's Character

Explanation: When you purchase food in the grocery store, there are ingredient labels on the packaging. These labels not only list the ingredients found in the product, they also list the ingredients in the order of amount (from most to least). In this organizer, list the main character's "ingredients" (traits), with the most important first and the least important last.

Possible variation: If you could add one ingredient to this character, what would you add? Why? If you could remove one ingredient from this character, what would you remove? Why? How would have the story turned out differently had the ingredient been added or dropped?

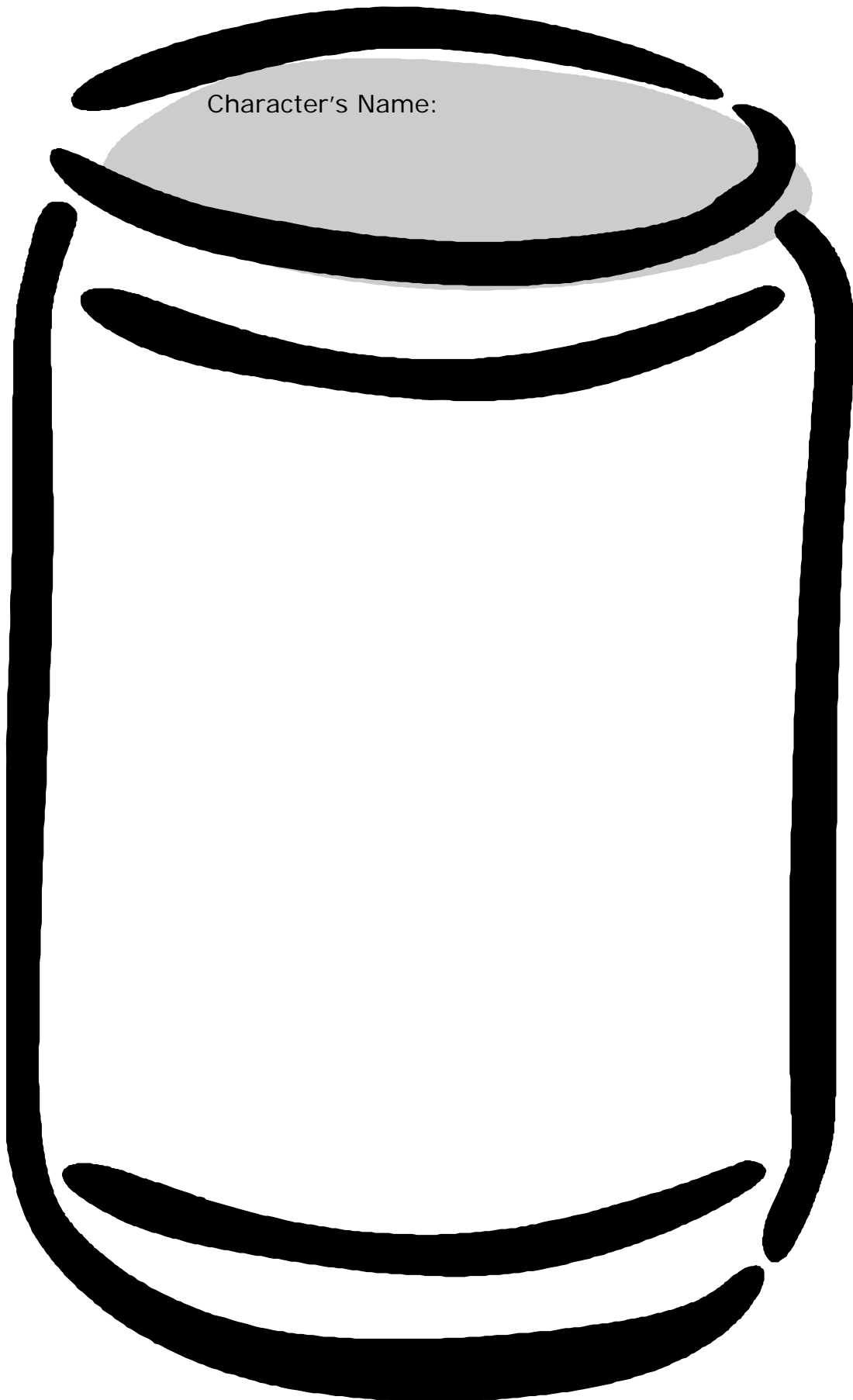
Feel free to draw your own can or bottle then add your character ingredients.

1. Required elements include: title of book, character's name and six to ten character ingredients (traits)
2. A written explanation—one to two paragraphs—explaining your choices and why you selected which ones were listed first and last. Do not just repeat listing your list. That would be boring and not a truly deep reflection! Let your creativity soar.



Student Name:

Title of Book:



**Ingredients Listing: A Metaphorical Graphic Organizer
to Help You Analyze a Book's Character**

Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	sad
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
bad	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	nice	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	old	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	good	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	young