

Template for Designing a Text Assignment

Text name: Rules of the Road (Patch High School)

Objectives for this text: Students will

- Identify Problems and Solutions
- Recognize Point of View
- Compare and Contrast Characters
- Identify themes of the novel
- Recognize Prejudice Isn't Just About Race

Stage of Reading	What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).
<p style="text-align: center;">INTO</p> <ul style="list-style-type: none"> • get students "into" the text • build/tap into prior knowledge • predict/preread • develop vocabulary • look at text structure • generate questions • anticipate assumptions 	<ol style="list-style-type: none"> 1. Think about the title of the book - how might it be interpreted in more than one way? 2. Discuss typical fears and insecurities of high school students. 3. Define and discuss Alzheimer's and geriatrics. 4. Quickwrite about an elderly relative or neighbor. 5. Share and discuss common ideas in quickwrite. 6. Introduce the story and objectives.
<p style="text-align: center;">THROUGH</p> <ul style="list-style-type: none"> • help students process their reading as they move "through" it • monitor understanding • determine main and sub ideas • make connections to prior learning and experience • summarize/paraphrase 	<ol style="list-style-type: none"> 1. Read aloud many key parts of the book for character and theme analysis. 2. Define vocabulary within text and give test at the end of novel. 3. Discuss Jenna's: <ul style="list-style-type: none"> insecurities family relationships job relationships changes throughout the novel 4. List the ways in which Jenna deals with problems with her: <ul style="list-style-type: none"> father, grandmother, sister, mother, Mrs. Gladstone
<p style="text-align: center;">BEYOND</p> <ul style="list-style-type: none"> • help students clarify, reinforce, and build on their understanding as they move "beyond" the text • graphically organize the text's ideas • evaluate a text's or author's argument • compare/contrast ideas • connect to other texts • apply the information 	<ol style="list-style-type: none"> 1. Write an assessment of Jenna as a potential friend and the qualities you expect in a friend that Jenna does or does not have. 2. Are the characters universal characters? Do they appear in real life? 3. Make a Venn diagram of the qualities Jenna shows at work and in her family relationships. Now make one for yourself. 4. Explain which character you would like for a friend: Jenna, Faith, Opal. 5. Discuss how the story would be different if told from a different point of view.

Standards this lesson addresses: : e1b1, e1b2, e1b4, e1c1-3, e3b, e5a2, e5a5-6

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)