

Honors World Literature – Metacognitive Reading Journal
Directions & Rubric

Name: _____
Class Period: _____
Start Date: August 12, 2019
Due Date: September 12, 2019

“Metacognition is, put simply, thinking about one’s thinking. Metacognition includes a critical awareness of a) one’s thinking and learning and b) oneself as a thinker and learner.”

Nancy Chick of Vanderbilt Center for Teaching

Title of Text: “The Yellow Wallpaper”

Author of Text: Charlotte Perkins Gilman

Genre: Fiction [horror]

LINK TO TEXT:

<https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf>

The Purpose: Throughout the course of this year, we will read and analyze many texts. For each unit this year, you will be required to complete a Metacognitive Reading Journal. The purpose of this journal is to 1) keep yourself organized, 2) improve close reading/reading comprehension skills, 3) develop a deeper understanding of the texts we read, and 4) grow as individuals through the literature we read. ☺

How Will I Be Graded? Summative Assessment- Performance Based Assessment [40%]

The Directions: This journal is for YOU, therefore it should reflect YOU and YOUR interpretation of the text. Consider the type of learner that you are and what works best for you. This notebook can take whatever form that makes sense to you. The only requirements for this journal are:

- a. That you read.
- b. That you respond to the reading in a thoughtful and concise manner.
- c. That you staple/tape/glue all complimentary texts within your composition notebook.
- d. That you include this rubric at the start of each unit (page #1 of unit).
- e. That you include a table of contents at the start of each unit (page #2 of unit).
- f. That you pick **six of the nine** strategies below to focus on each unit.
 - a. *There are additional and more specific requirements for each strategy below. Please be sure to read and adhere to all strategies outlined on this document in order to receive credit.*
- g. That you complete a theme statement at the end of reading the entire text.
- h. That you fill in the rubric accordingly (one strategy per row below; all points will remain the same).
- i. That you set and track an attainable reading goal (see more info below).
 - a. *About Reading Goal Setting:* As we work our way through each unit, we will work toward building our reading stamina. At the beginning of each unit, you will set a goal for yourself --- something that you hope to improve upon as you read this semester (*i.e.* read without checking my snapchat for 20 minutes straight).

	Unit #1: DRAMA	Unit #2: POETRY	Unit #3: NONFICTION
MY READING GOAL FOR THIS UNIT IS TO...			

Read the following strategies and chose **six** to focus on for each unit. You must, at some point this year, complete each strategy below at least once (*i.e.* these strategies will change from unit to unit). You may not use a strategy more than once in a unit.

1. _____ **META QUESTION STEMS**: Using the prompts below, respond to the text. You may choose to respond to all of the following prompts, **but you are only required to respond to seven.** **You must have a minimum a 5 sentence minimum response to each question.**
 - a. I'm thinking...
 - b. I'm noticing...
 - c. I'm wondering...
 - d. I'm feeling...
 - e. I'm seeing...
 - f. I remember...
 - g. This reminds me of...
 - h. That's like...
 - i. That makes sense because...
 - j. I'm picturing...
 - k. I can feel/taste/smell/hear/hear...
 - l. I don't understand...
 - m. What if...
 - n. I was confused when...
 - o. Why do you think...
2. _____ **CONNECTIONS**: *text-to-text; text-to-self; text-to-world*
***** (You must provide SPECIFIC examples in the text for each of the connections below (page # must be provided) in order to receive credit for this option. Summarizations of the text and how it relates to each connection below will not be awarded any points.) *****
 - a. **Text-to-text**: How did the character's action affect you? Explain. How did the character's action remind you of another character? Explain. What do you believe both authors intended for the reader to gain from these actions? How does each author's intentions relate/differ? Explain.
 - i. You must find an outside text (scholarly article, movie, TV show, piece of art, song, poem, etc.) that relates to the text. You must **print & include** (staple/tape/glue) the outside text *into* your composition notebook.
 - ii. Write a reflection on the connections between the two texts (**500 word minimum- must include word count at the bottom of the page**).
 - b. **Text-to-self**: How did any of the characters or events remind you of yourself? How? (Be specific!!) How can this story teach us something about our lives? Write a reflection on the connection between you and the text (**500 word minimum- must include word count at the bottom of the page**).
 - c. **Text-to-world**: Find a current event (print source & include source *in* journal) that you feel relates to our text. How do you think the author in each text is thinking about the world? How does our text relate to the current event? Write a thorough analysis detailing how the two relate and the importance of making this connection. What do we learn? (**500 word minimum- must include word count at the bottom of the page**)
3. _____ **INTERESTING STATEMENTS**: Jot down interesting statements/phrases as you read.
Write about **how** these statements:
 - i. make you *feel* about the characters, the author, **and** the content of the text.
 - ii. How do these interesting statements/phrases affect the way you view the text **and** the world around you?

b. Minimum # of phrases= 15 per unit
4. _____ **DIVERGENT WORDS**: Write down words that you come across that *stand out to you* --- words that you didn't think were actual words (these are NOT words that you simply don't know the definition of, although you should still look those words up on your own ☺).

- a. Write 5 sentences for each word explaining HOW the word adds meaning to the text & why the word stood out to you.
 - b. Minimum of 15 words per unit
5. _____ **DOODLE**: Reading should paint a vivid picture in our mind. With this strategy, you will simply draw what you read in as much detail as humanly possible.
- a. Draw pictures as a *reaction* to the reading. These pictures should reflect the way you feel about the portion of the text you have read. What stood out to you? How does the use of imagery paint a picture in your mind?
 - b. Be creative!
 - c. **MUST**: be on white paper, have color & detail, and be school appropriate.
 - d. **MUST**: write 3 paragraphs (7 sentences per paragraph) justifying your doodle.
6. _____ **QUESTION**: These questions can be-
- a. questions you have about a confusing portion of the text as you read
 - b. *or* questions that the text forces you to consider about yourself and the human experience.
 - c. **MUST HAVE A MINIMUM OF 8 QUESTIONS PER UNIT.**
 - d. **MUST ANSWER EACH QUESTION WITH A THOUGHTFUL RESPONSE (5 sentence minimum).**
7. _____ **STICKY NOTE**: Using sticky notes, take note of specific passages in the text that you feel should be discussed in Socratic Seminar. Each sticky note should include-
- a. the page # and general location of passage
 - b. **ALL STICKY NOTES MUST BE PLACED INSIDE YOUR COMPOSITION NOTEBOOK!**
 - c. **MUST HAVE A MINIMUM OF 15 STICKY NOTES.**
 - i. Be sure to answer the questions below for each sticky note.
 1. why you feel this passage is significant (2 sentences)
 2. how this passage affected your view of the text/character/author/theme (2 sentences)
 3. how this passage influenced your "take away" from the text (1 sentences)
- = 75 sentences TOTAL**
8. _____ **PERSPECTIVE**: Reflect on what you have read *through the eyes* of another character via journal entries. This requires a thorough knowledge of the character you choose---what have we learned about this character through our reading *and* how can we incorporate that knowledge into our journal entries. As you think about your journal entries, consider the following-
- a. How the character would respond to/feel about the actions in the text
 - b. How you can incorporate what you have learned about the character of your choosing into your journal entries (i.e. How would this person talk? How could we expect him/her to react? Etc.)
 - c. **THREE PARAGRAPH MINIMUM (7 SENTENCES FOR EACH PARAGARPH).**
9. _____ **THH Reading**: This method of responding to the reading challenges you to take a closer look at what you're reading.
- a. **T (IN THE TEXT)**: Ask yourself...
 - i. What is this text about?
 - ii. Who is the narrator?
 - iii. What does the author want me to know?
 - iv. What does the author hope I gain from reading this text?
 - b. **H (IN THE HEAD)**: Ask yourself...
 - i. What stood out to me/surprised me while reading this text?
 - ii. What does the author assume I already know?
 - iii. What changed, challenged, or confirmed my thinking?
 - iv. What did I notice?
 - c. **H (IN THE HEART)**: Ask yourself...
 - i. What did I learn about me?
 - ii. How will this help me to be better?
 - iii. What did this teach me about the human experience?

The Rubric:

Fill in the rubric below with the four strategies you will be focusing on for this unit. You will complete the “I gained” portion of this rubric at the end of the unit. ****Remember, you must do each strategy at least once this year.****

Requirement	Possible Score	Earned Score
Strategy #1: By using this strategy, I gained _____ _____ _____ _____ from the text.	15 pts.	
Strategy #2: By using this strategy, I gained _____ _____ _____ _____ from the text.	15 pts.	
Strategy #3: By using this strategy, I gained _____ _____ _____ _____ from the text.	15 pts.	
Strategy #4: By using this strategy, I gained _____ _____ _____ _____ from the text.	15 pts.	
Strategy #5: By using this strategy, I gained _____ _____ _____ _____ from the text.	15 pts.	
Strategy #6: By using this strategy, I gained _____ _____ _____ _____ from the text.	15 pts.	
THEME STATEMENT: (to be completed at the END of each unit; this will be the last page in your journal)		

THORNE
outside reading project

Write an introduction with a theme statement , then a ten to twelve sentence explanation of the importance of one symbol tied to the theme, and a conclusion . (THREE PARAGRAPHS)	5 pts.	
EFFORT: The journal clearly shows that much effort went into the reading and analysis of the text. All five journal strategies are present and well done. It is clear that the student has read and thoughtfully analyzed the text to the best of his/her ability.	5 pts.	

Total Score = _____ / 100 points