Independent Reading

This independent reading program is intended to be implemented in a seventh grade literature class. In addition to class novels and projects, students should be reading on their own for recreational purposes. This independent reading program will account for a portion of the literature grade and is a requirement for all students.

Throughout the course of the year, students will be choosing literature on their own to read and respond to in several ways. The activities associated with the program are designed for use with a variety of novels and are tasks in which many people, adults and children alike, often engage.

Independent reading is meant to center around personal enjoyment, discussion, and activities that help connect the literature to students’ lives. The main overarching goal of the program is to encourage students to read and for students to continue to choose to read for personal enjoyment and fulfillment.

Requirements:
1. For each quarter independent reading will count for a portion of your literature grade.
2. You will receive at least one full class period per week for independent reading.
3. Independent reading is considered a daily homework assignment.
4. Class novels will not count for independent reading credit.
5. You may select the types of books you like to read, keeping in mind that it is wise to vary the genres you choose.
6. Be certain to receive parental permission for books with a mature subject or questionable language.
7. You should be selecting books at your reading level or higher.
8. You will be setting a quarterly goal for reading that should increase throughout the year.
9. You are required to keep a reading log in which you record information on each book you read.
10. You are required to keep a journal in which you reflect on the literary aspects in novels you are reading.
11. You are required to conference with a teacher/adult three times per quarter.
Grading:
Each quarter independent reading assignments will contribute to your overall points in literature. Listed below are the tasks and the points each task will be worth.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Log</td>
<td>27</td>
</tr>
<tr>
<td>Journals</td>
<td>100</td>
</tr>
<tr>
<td>Conferences</td>
<td>100</td>
</tr>
<tr>
<td>Coffee Shop Discussion</td>
<td>24</td>
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<tr>
<td>(Daily independent Reading)</td>
<td>50</td>
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<tr>
<td>Predictions (2/quarter - 10 points each)</td>
<td>20</td>
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<tr>
<td>All other tasks will be worth 100 points (2/quarter)</td>
<td>200</td>
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Your daily independent reading grade will be based on classroom performance including:
1. Daily preparation – comes to class with book and journal
2. Use of time in class – should be used reading, journaling, or conferencing
3. Book selection – choosing appropriate novels at your level or higher
4. Courtesy to others - listen to their comments and respond appropriately

Independent Reading will account for 521 points (approximately half) of your quarterly literature grade.
STANDARDS

Content Standards

C1. Use information to form, explain, and support predictions before and throughout reading.
C2. Read materials with fluency and accuracy
C3. Summarize important information in text
C4. Use information to form, explain, and support questions
C5. Interpret and analyze entire narrative text using story elements and theme
C6. Identify main elements including conflicts and themes in works of literature
C7. Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature
C8. Respond to literary material from personal, creative, and critical points of view
C9. Analyze how characters in literature deal with conflicts, solve problems, and relate to real life situations
C10. Make connections to real world situations or related topics before, during, and after reading
C11. Select and read books for recreation
C12. Engage in literary discussions
C13. Display an understanding and appreciation of literature by listening to others and responding appropriately
C14. Identify genres of literature and characteristics of each genre
C15. Read for a variety of purposes

Process Standards

P1. Set goals and reach them
P2. Communicate effectively with others

Task Descriptions

BOOK TALK
After reading an independently chosen novel, students will act as the author and give a book talk of the novel they have read. During the book talk, students will read a small portion of the novel aloud to the class, give a brief outline of the elements of the story including a beginning plot development and introduction to characters, plot, setting, and theme, and answer questions the audience may have.

AUTHOR LETTER
After reading an independently chosen novel, students will compose a letter to the author including the title of the novel, how they have connected to the novel, and strengths and weaknesses of the novel.
BOOK REVIEW
Students will write a review of a novel they have read and post it on a book review website of their choice.

PSYCHOLOGICAL ANALYSIS
After reading a biography or autobiography, students will take on the role of a psychologist or psychiatrist and choose from a series of tests to perform on their ‘patient,’ the main character in the novel. Based on the information given in the text, the student will formulate questions (as the doctor) to ask the patient and the patient will then give answers. Tests to choose from include dream analysis, Rorschach test, drawing therapy, and word association.

JOURNALS
Students will be required to keep response journals throughout the year in which they will respond to their reading through the use of summaries, predictions, connections, inferences, and questions. Students will be required to write in these journals three times per week on days of their choice. Students must bring these journals to reading conferences and turn them in once per quarter. By the end of each quarter, journals should contain twenty-five entries. Students will be responsible for choosing their best entries and reflecting on those entries.

Journals will be briefly assessed at each conference, but the main assessment will take place at the end of the quarter where journals will be judged on content, reflections, and quantity.

CONFERENCES
Students will be required to meet three times per quarter to discuss the novels they have been reading. Journals and reading logs will need to be brought to the conferences.

READING LOG
Students will keep track of the literature they read independently in a reading log. Students will log the title, author, number of pages, genre, and reason for choosing each book. They will note when they have started and finished a novel and explain if a novel has been abandoned. Students will set goals each quarter for reading; these goals should increase each quarter.

Reading Logs will be brought to each conference and briefly assessed, but the main assessment will take place at the end of the quarter where logs will be judged on completion, upkeep, and variety.

TALK SHOW
Students will read a book that focuses on an adolescent concern and do accompanying research on that same concern (for example bulimia). Students will be grouped according to topics. A panel of students will then meet and talk about the concern they have been
researching. Students will stage a talk show in which they discuss this concern, why it is a teenage concern, causes of it, suggestions for coping, how it affected the character in each of their novels and how the character dealt with it. The audience will ask the student panel questions relating to the concern or the novel to which the panel will respond.

CRYSTAL BALL – PREDICT THE FUTURE
Students will post predictions about novels they are reading when they are half to three-fourths way through a novel on a website or bulletin board. They will include the title, the author, and a prediction. After they have completed the novel, students will go back and confirm or deny the prediction they made earlier.

DEAR ________ ADVICE
Students will write a letter asking for advice about the topic of concern in their book. Students will switch letters with a person reading a book on the same topic and answer each other’s letters.

COFFEE SHOP CONVERSATION
Each quarter the classroom will be transformed into a book store/coffee shop in which students will have the opportunity to discuss the novels they have been reading independently with their peers.

SCIENCE FICTION/FANTASY
After reading a science fiction or fantasy novel, students will create an invention that would be used in the novel based on the setting and the plot. Students will present their invention to the class and include a write-up with title, author, name of invention, what it is used for, and how it relates to the novel.