Gr. 11-12 INDEPENDENT READING

 This will be a quick and easy way to earn marks if you put in the effort.

The point of this time is for you to dedicate yourself to actually engaging in **reading** for pleasure/interest, and for you gain comprehension skills.
 This time will **not** be used for studying, nor will be used for anything other than reading. Time will be designated once a week or once every two weeks. Thus, always bring something to class to read.

1. At the end of **each** reading block in your **journals**, provide a two to three sentence **summary** of the important points of the section you read. Remember to write the **date**, the **author**, the **title**, and the **medium**.
2. **Ask 2 meaningful** extension question or statement per month. Your point should go beyond something that you can find the answer to in the text. Rather, think about the **big ideas, connections, and insights.**
3. As this task is designed for you to be reading in-class, you will also be marked on whether or not you are spending your class time reading.
4. Additionally, at the start of each term in your journals, you will state a personal **reading goal** and how you will attain this goal. Helpful tips to think about are area of interest, quantity read, vocabulary, understanding of subject/ literary techniques/character/theme etc.
5. You will also write one important quote from a reading once a month on the designated board in my room. In your journals, you will rewrite the quote and provide a quick explanation as to why it is impactful.
6. REMEMBER:
	1. Always keep your journals in class, unless otherwise discussed with the teacher. I will be marking these journals periodically throughout the semester.
	2. Have a designated area for the independent reading where I can easily find an organized log. Write in full and complete sentences.

Big Ideas Tips...

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| BIG Ideas  |
| * Are not:
	+ Finding one small detail in the book
	+ Right or wrong answers
		- Where did Sally go to get bread?
		- What colour of hair does Jim have?
* Are:
	+ Opinion questions
	+ Connection to (self, other texts, or in the world) questions
	+ Analyze and reflect motives, characteristics, and decisions of the characters and the author
		- When did you experience the greatest empathy for the protagonist?
		- What do you believe was the author’s motive to not a any female characters?
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| As you read... |
| * Make notes as you go.
* Ask tough questions of yourself and the book.
* Analyze themes. What is the author trying to say in the book?
* Get to know the characters. Consider their faults and motives and what it would be like to know them.
* Notice the book's structure. Do the chapters begin with quotes? How many people tell the story? Is the book written in flashbacks? Does the order make sense to you?
* Compare to other books and authors. Themes often run through an author's works. Comparing one author's book with another's can help you decide how you feel about the book.
* Think about stylistic techniques: irony, point of view, suspense, metaphors, similes
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RUBRIC

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|  | 6 | 5 | 4 | 3 | 2 | 1 |
| BIG Ideas | Depth of thought is superior, original, and insightful. Big ideas use substantial and insightful support.  | Depth of thought is well developed and thoroughly supported.  | Student stays on task; however, ideas are superficial, merely a summary, and/or lack sufficient exploration.  | Student may veer off task; ideas are mainly superficial, merely a summary, and/or lack sufficient exploration.  | Significant errors in comprehension, or at times off task. There is little support of statements.  | Incomprehensible or completely off task.  |
| Instructionscompleted  | All of the instructions are followed. Student has shown meticulous attention to details. Writing /formatting demonstrates a strong understanding of ELA.  | All of the instructions are followed. Writing /formatting demonstrate a solid understanding of ELA.  | Instructions are followed. However, student may have a few writing/ formatting mistakes.  | Most of the instructions are followed. There are several errors in writing/ formatting.  | There are several glaring errors in sentence structure and/or formatting, or missing important parts from the instructions.  | Missing essential information and/or instructions. Student’s writing/ formatting makes it so communication is often hindered.  |
| Reading x2 | Student is always observed reading and on-task. | Student is observed sometimes reading and on-task.  | Student is observed often off-task. Teacher often has to give subtle reminders to remain focused.  | **Per Term Checklist** \_\_\_\_\_\_\_\_\_\_\_ Quote/Explanation (1) \_\_\_\_\_\_\_\_\_\_\_ Summaries (each class)\_\_\_\_\_\_\_\_\_\_\_ Extension/Big Ideas (2) \_\_\_\_\_\_\_\_\_\_\_ Goal and Strategy (1)  |

Toal: /18