



**International Center
for Leadership
in Education**



Gold Seal Lesson:

Copernicus Education Gateway

<i>Author(s): Doris Quick</i>			<i>Lesson Title: Independent Reading</i>			
<i>Grade Span</i>			<i>ICLE Application Model</i>			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i> <i>X</i>	<i>A</i>	<i>B</i> <i>X</i>	<i>C</i>	<i>D</i>

Instructional Focus:

Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Speaking

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

After a presentation of the definitions and examples of various literary genres such as a novel, short story; drama, poetry, essay, biography and autobiography, students will select and read from a variety of genres. Students will write and talk about how the literary work connects to real-life issues.

Students will keep a weekly journal for each reading selection and complete an interview with the teacher after each reading selection they complete.

ICLE Essential Skills

Understand and relate to situations, events and characters in a reading selection. E57

Understand the personal, social, cultural and historical significance of a text. E23

Use response journals to jot down ideas from reading literary texts. E94

Participate in formal and informal book talks with teachers, fellow students and other groups. E75

Scoring Guide:

Journaling Evaluation

Students will turn in their journals every Friday over the course of a quarter. They will receive a grade based on the extent to which the journal meets the minimum writing requirement. While the journal is informal, the writing contained must be clear. The journal must show evidence of writing practice on topics related to the reading done that week.

A quality journal entry will include:

1. A personal response to the book based on the student's personal encounter with the reading selection. Students will relate the literary work to himself/herself or to life in general.
2. A critical response to the work. (i.e. the student's assessment of what is good and/ or bad about book, what works and what does not work and why).
3. Students will describe various perspectives for viewing the literary work, including individual, community, national, world and historical.

In each week's journal, five pages of writing will be graded (students will indicate which pages are to be graded if there are more than five pages).

Students will earn 3 points per page of writing, meeting all requirements (on topics related to the week's reading and of superior quality).

Students will earn 2 points per page of writing if it is of average quality or is organized writing, but not related to the literary work.

Students will earn one point per page for poorly organized writing or " diary" entries.

The maximum weekly points that can be earned for a five-page journal are 15.

Student/Teacher Interview

As a follow-up to each selection read, students will participate in an interview with the teacher. These discussions will explore the student's familiarity with the book, based on a prepared set of questions appropriate to each genre. The interview will also explore the student's personal response to his/her reading, his/her learning, and his/her insight into the book.

For an " A " quality interview, a student would get four points times the difficulty factor.

For a "B" quality interview students would get three points times the difficulty factor.

For a "C" quality interview students would get two points times the difficulty factor.

For a "D" quality interview students would get one point times the difficulty factor.

The level of difficulty factor is determined by examination of the reading material by the teacher and its placement on the following scale:

5 = serious adult literature over 300 pages

4 = serious adult literature between 150 and 300 pages

3 = adult literature under 150 pages or adolescent literature

2 = short stories, magazine articles or essays (over 3000 words) or poetry (2 poems per interview)

Keywords

English Language Arts	Mathematics	Science
Reading <i>Personal Response</i> <i>Genre</i> <i>Point of View</i>	Algebra	Earth Science
Writing <i>Journals</i>	Geometry	Life Science
Communications <i>Interviewing</i>	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	