**English 11: Quarterly Independent Reading Project**

**Assignment**

No matter what profession you choose to enter as an adult, you must be able to read and write well in order to succeed. In addition to class instruction, one of the best and easiest ways to strengthen reading skills is to read for enjoyment. To foster this excellent habit, we will complete one independent reading selection for each quarter. While most of the reading will be completed at home, we will use our class time on Friday after our vocabulary quizzes for conferencing, silent reading and discussion. As a result, you must bring your book and reading journal to class every Friday. In addition to reading, you will be required to complete one weekly journal entry on your selection using one of the prompts below.

**Journal Procedures**

* Journal entries will be due each Thursday. You can submit your journals into the appropriate class bin at any point until 2:30 p.m.
* Your response should be at least one-two handwritten journal page (minimum) to earn full credit.
* Your journal should demonstrate that you are reading at a good pace. In general, if you have eight weeks to complete a three-hundred page book, you should be reading approximately 40 pages a week (about 5 pages per night). To assist you in determining the pace of your reading, we will complete a pacing guide after we have chosen our titles.
* Each journal entry must have the date and pages read.
* You may not use the same journal prompt more than twice during your quarterly reading.
* Your response should meet all the criteria of the rubric to receive full credit.
* Please note that your final entry must be a book review posted on our class blog.

**Grading**

Each journal entry will be graded out of a possible 10 points (see the attached rubric). These entries will be a weekly QUIZ grade for completion. In addition, you will have a final book review that will count as an assessment grade. For your final blog entry, a separate instruction sheet will be provided at the end of the quarter with instructions on writing and posting your review.

**Reading Selections**

I have posted several lists of recommended reading suggestions on our class weebly page entitled "independent reading." In addition, you can find many books in both my personal class collection and our school library. You may also feel free to borrow from our local library (see me for a library card) or purchase one to read on your phone or tablet e-reader (like kindle). In addition, many works listed as "classic" can be accessed for free online at any time. Please see our class page for ideas and links.

**Weebly Link**: Please use this link to access a copy of this assignment as well as reading suggestions and useful links.

<http://hamiltonenglish11.weebly.com/independent-reading.html>

**Journal Prompts**: Please keep in mind that these are sample starters to help you begin to write your reflection. You may begin your entry in any manner you would like.

**Fiction (These can also be used for nonfiction.)**

1. This reminds me of a time when I …
2. I know about this topic because I …
3. I really enjoyed/hated this section of the book...
4. The author begins this book/chapter...
5. The setting of this book is described as...
6. Other facts I know about the time period or place of this book are...
7. This book is similar to the book/movie... because....
8. What’s going on in this book is just like what’s happening in the \_\_\_\_\_\_\_\_ area of the world because...
9. I wonder why…
10. My favorite quote from this selection of reading is... To me, it means...
11. If I could give this character of piece of advice about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ problem, it would be....
12. My opinion of this character/conflict is...because....
13. I created an illustration of this section of the book (or character) because... (Please include your illustration)
14. I created a poem about this section of the book because... (Please include the poem)
15. This section of the book fits the song lyrics of .... because ....
16. If this character were on Facebook right now, he would post his status as....because....
17. A minor character who plays an important role in this book is...because...
18. A character I would like to have as a friend is...because...
19. A character I would de-friend on Facebook is...because...
20. If I could enter the book during this point, I would...
21. The theme of \_\_\_\_\_\_\_\_\_\_\_ reminds me of when I read...because...
22. A passage that uses excellent imagery and figurative language is...
23. A life lesson (or theme) that I can take away from this section of the book is...
24. The mood or tone of this section of the book is....because...
25. A repetitive motif or symbol in this book is...because....
26. One sentence that embodies the main theme of the book is...because...

**Nonfiction (These can also be used for our article/editorial readings.)**

1. In this reading, I learned that...
2. When I read this section/article, it made me think that...
3. When I read this section/article, I asked my \_\_\_\_\_\_\_\_\_\_ (History, Science, Art, Music, etc.) teacher about.....and learned...
4. A key quote or idea that I like from this section of the text is...
5. When I read this section of the text, I googled....and learned that...
6. In this section of the text, I was left with questions about...
7. I drew/printed this image because it related to the book...
8. I disagree with the author's idea that...because...
9. I agree with the author's idea that...because...
10. I can relate this section of the reading to my life because...
11. I question the author's view that...because...
12. Five vocabulary words I gained from this reading are...They appear in the sentences...and can be defined as...I can use them in the new sentences....
13. Other facts I knew about this topic before I began reading were...
14. One idea that changed after I read this section of the book was...because...

**English 11: Independent Reading Journal Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **2 points** | **1 point** | **0 points** | **Score** |
| **Content** | The content of the journal entry met the higher two-page minimum using key details from the reading. The content demonstrated a good reading pace with strong comprehension. | The content of the journal was one page, used some details from the text but at times was too general and vague to show the reading pace or comprehension of the material. | The content of the journal was incomplete, lacked details from the text, and clearly showed a lack of reading. | /2 |
| **Quality** | The journal entry was thoughtful, insightful and demonstrated a clear connection to the reading selection. | The journal entry lacked some thought, seemed rushed, gave little insight or simply summarized the reading. | The entry was unrelated to the text, lacked any thought, or was copied from the text. | /2 |
| **Organization** | The entry had a date, page numbers, topic-conclusion sentences, details, strong transitions and a good "flow" in the response. The entry used page citations when needed. | The entry was disorganized, lacking a date or page numbers. The entry did not have some key pieces of organization, like topic sentences or transitions. The entry lacked page citations. | The entry was messy, disorganized or unclear. | /2 |
| **Mechanics** | The entry demonstrated few errors in spelling and mechanics. The writer used interesting vocabulary and descriptions. The writer varied sentences, asked questions , and demonstrated strong voice. | The entry had some errors in spelling and mechanics that affected the quality of the work. The writer did not attempt new vocabulary and had basic descriptions. The writer attempted to vary some sentences and demonstrated some voice. | The entry was seriously flawed by spelling and mechanics errors. The writer used basic, below-grade level vocabulary and descriptions. The writer had many run-on sentences and fragments. | /2 |
| **Preparation** | Student was prepared with the book selection, journal and pen.The student could clearly discuss the book during reading conferences. | Student was not prepared more than once with book selection, journal and pen. | Student was often unprepared for Friday class. The student did not submit the journal on Thursday. | /2 |

**Final Score and Comments: (10)**

**Journal Entry Sample (10 Points)**

Title: *Thirteen Reasons Why* - Jay Asher

Date: March 10, 2011

Pages: 1-40

The author Jay Asher begins the book *Thirteen Reasons Why* in a really interesting way that caught my attention and provided suspense. Instead of telling the story from the beginning, the book begins at the end, with the main character Clay mailing a mysterious package at the post office that has a list of thirteen people who will receive it. After finding out what's inside, Clay is mailing it to the next person on the list. At this point, we don't know what's in the box, but in the next few pages we later find out it contains seven audio tapes that tell the story of Hannah Baker, Clay's friend who has committed suicide. I like how the author builds suspense by starting the book with Clay mailing the tapes and wanting to "collapse" (3) and never see them again. When we get to the chapter entitled "Cassette One," we see that the story will also be told from Hannah's point of view, as she explains the "thirteen reasons why" she committed suicide on each of the side of the tape. I like that the point of view goes back and forth between Clay and Hannah so we get a good idea of how he feels about why she killed herself. At this point, there's even a map that Hannah enclosed with the tapes of places around the town that were important to why she killed herself. I went online to the website of the book to check out the map and found some other cool additions like Hannah's blog and youtube links that have Hannah actually reads to tapes. This was really cool, but I didn't listen to them all because I didn't want to ruin it by knowing what would happen next. So far, this book is interesting because the author created some serious suspense. Also, it seems like the book will go into detail about the reasons why a teenager like Hannah might commit suicide. This is an important issue that happens every day but isn't really discussed too much. On the news, there are many stories about teenagers like Hannah who commit suicide because of bullying or family issues. It seems like in this book, Hannah was experiencing both of these issues. In the last few pages I read, she was explaining in the tapes how her name made it on a "Who's Hot/Not" list from all of the seniors in her school. When she found out she was on the list as a freshman who was new in school, she was totally embarrassed about how the guys in school mocked her and treated her badly. From this list, it seems people started talking about her and she got a bad reputation from guys lying about her, even though everyone knew the list was just a mean joke. It made me think about how some people can do cruel things and think it has no affect, but those actions can really be damaging to someone who takes them seriously.

**English 11**

**Independent Reading Pacing Guide: Quarter I**

Once your book has been approved and your pacing completed, please staple this page into your journal. You will be accountable for completing your pages on each journal due date.

Pacing Tips: Consider when the assignment is due. Divide the total number of pages by the number of days/weeks for the assignment. Give yourself a "do-able" number of pages per night or per week and STICK to your schedule. Creating a pacing guide will allow you to complete assignments without falling behind.

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Book TAG** (title, author, genre):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Number of Pages**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Journal Due Date (Thursday)** | **Pages Due** |
| October 25th |  |
| November 1st |  |
| November 8th |  |
| November 15th |  |
| November 20th (Tuesday) |  |
| November 29th | End book \* with exceptions |

\* students reading longer or more challenging books may be given more time to complete the selection.

Note: This is not a “one-book-per-quarter” assignment. When you complete one book, you will begin your next selection. However, you will not be required to write more journal entries than your weekly assignment.