



WEEKLY READING LOG ASSIGNMENT (Lesson Plan)

Objective: To monitor students' independent reading and get the students reading outside of school.

Core Standards Covered:

Reading: Literary Texts	Reading; Informational Texts	Writing	Language
RL.8.1 (Evidence)	RI.8.1 (Evidence)	W.8.9 (Draw evidence from text)	L.8.1 (Correct grammar/spelling)
RL.8.2 (Theme)	RI.8.2 (Main Idea)	W.8.10 (Write routinely)	L.8.4 (Vocabulary)
RL.8.3 (Characterization)	RI.8.6 (Author's Purpose)		
RL.8.10 (Read at grade level)	RI.8.10 (Read at grade level)		

Time Required: Several weeks to ALL YEAR

Materials Needed:

- Packets
- Sample Logs
- Pencils/Pens
- Classroom Library

Instruction:

- Pass out packets to students and explain directions.
- Share examples with students.
- Model an example log.
- Have students take home and complete.

Assessment of Learning: Students will turn in weekly logs on Mondays. They will be graded according to the rubric provided.

Potential Modifications:

- Varied goal minutes.
- Differentiated extended thinking questions.
- Varied number of vocabulary words.
- Reading Incentive Program–Granting prizes after finishing books.



Name: _____

WEEKLY READING LOG ASSIGNMENT SHEET (First Quarter)

Task

As we've been discussing in class, reading is extremely important to your education and future. Your homework assignment for first quarter is to log a minimum of 50 minutes per week. You can split your 50 minutes any way that you would like, but I want to see at least 3 days of reading per week on your log. Your reading log will be collected every Monday. It is your responsibility to get your sheet signed by your guardian each week.

What do I have to read?

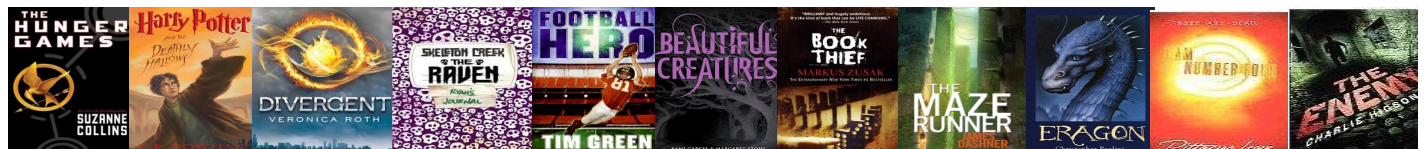
For the majority of your reading time, you may choose your own reading materials. Your materials need to be grade-level and school appropriate. You may read novels, newspaper articles, magazine articles, or even textbook assignments for other classes. It doesn't matter if it is fiction or non-fiction or hard copy or digital. Keep in mind though, you will be having book reports for my class, so it may benefit you to use your reading log time to work on a book for your report. Approximately once a week, I will assign you reading materials for that night's reading. It may be an article that I would like you to read, or a portion of the textbook. Additionally, there will be pop quizzes throughout the quarter checking to see if you are keeping up with your reading.

How do I log my reading?

You will record your reading on the provided reading log. Three times a week, you will have to respond to an extended-thinking question from this packet. You will record your answers on piece of notebook paper, or type them up on a computer. The catch is, you cannot answer the same question more than once a week.

What is the personal dictionary part of the reading log?

One of the main reasons we are reading for homework is to expand our vocabularies. Each week, I expect you to find at least 5 words from your reading that are new to you. If you having trouble finding words, then you aren't reading challenging enough texts.



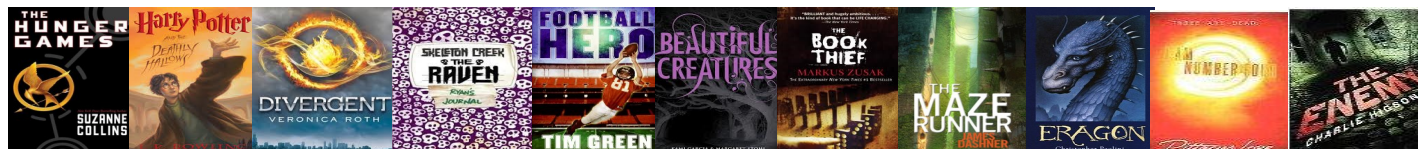


Reading Log Rubric (First Quarter)

	A (5)	B (4)	C (3)	D (2)
Log Completion	Student thoroughly and accurately filled in the required information and provided a guardian's signature.	Student attempted to fill in the required information but some of it was inaccurate. Student provided a parent's signature.	Student filled out the required information but did not provide a parent's signature.	Required information is incomplete and no parent signature is provided.
Total Minutes	Over 100	80-90	70	Less than 70
Extended Thinking Answers	Student used the IRACE formula flawlessly to produce a quality, original answer that showed deep reflection of the text with limited spelling and grammar errors. (Approx. 5-6 sentences)	Student used the IRACE formula to answer his/her questions but answer lacked originality and had some grammar and spelling errors. (Approx. 4-5 sentences)	Student attempted to use the IRACE formula to answer his/her questions, but was missing parts and had some grammar and spelling errors. (Approx. 3-4 sentences)	Student answered the question but didn't appear to use the IRACE formula and the grammar and spelling detracted from the writing. (Approx. 1-2 sentences)
Personal Dictionary	5 quality (challenging) words and their definitions are given as well as accurate sentences.	5 marginal (Not-challenging) words and their definitions are given as well as accurate sentences.	3-4 words and their definitions are given. An attempt was made to write sentences, but some elements may be inaccurate.	1-2 words and their definitions are given. Sentences are missing.
Overall Impressions	Student turned in an exemplary paper. It is easy to tell the student spent quality time reading and reflecting this week.	Student turned in a good paper that showed that they did read and reflect this week.	Student turned in a paper that simply showed completion. It is difficult to tell if the student really spent time reading and reflecting this week.	Student turned in a paper that is below standards. It is easy to tell the student did not spend adequate time reading and reflecting this week.

Total: _____ / 20 pts

Comments:





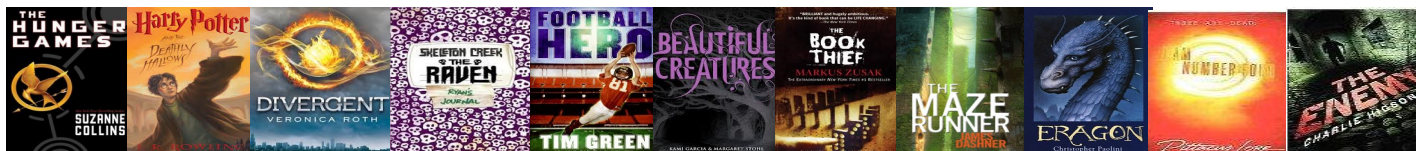
Fiction Extended Thinking Questions

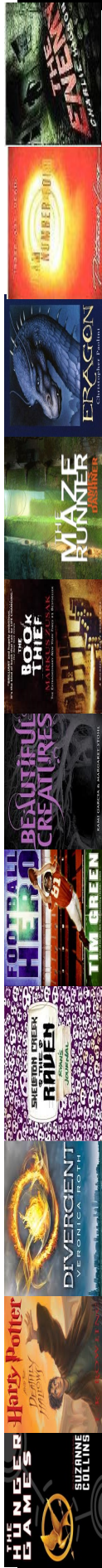
1. What do you *predict* will happen next in your book? Why?
2. What is the *conflict* in your story? What would you do if you faced the same conflict?
3. What role does the *setting* play in your story? How might your story be different if something in your setting changed.
4. Describe the *mood* of your story. Why do you think this mood was chosen?
5. Write a brief *summary* of what you read.
6. Tell me about a scene that you were able to *visualize*. Why do you think it was so easy to visualize?
7. What is the *theme* of your story? What is another story that has the same theme? What is similar and different between these stories?
8. If your book is also a movie, which one do you like better? Why?
9. What does *indirect characterization* tell you about your main character? Is this a person you'd be friends with? Why or why not?
10. Tell me about an inference you made while you were reading. How did this inference help you understand your story better?
11. Write down a quote from your book that really stood out to you. Tell me the significance of that quote to the book, and then tell me what it means to you.
12. Tell me about a time when you were reading and you got confused or stuck. What did you do? Did it help? How might you use this same strategy in the future?

Nonfiction Extended Thinking Questions

1. Write a brief *summary* of your reading.
2. What did you learn today that you didn't know before? How do you think this information will help you in life?
3. What *background knowledge* did you need to know before reading in order to understand your text? Why?
4. What further questions do you have about your reading? Think about them and tell me what you think the answers might be.
5. How does this piece of nonfiction relate to fiction you've encountered in movies and books?
6. What is the *main idea* of your reading? How do you know?
7. What was the author's purpose in writing this text? How do you know? Do you think they achieved their purpose? Why or why not?
8. To whom would you recommend this article? Why?
9. What is the tone of the text? How do you know? If the tone was different how might it change the text?
10. Tell me about an inference you made while you were reading. How did this inference help you understand the text better?
11. Write down a quote from your text that really stood out to you. Tell me the significance of that quote to the text and tell me what it means to you.
12. Tell me about a time when you were reading and you got confused or stuck. What did you do? Did it help? How might you use this same strategy in the future.

Reminder: You must answer three of these questions each week. Once you use a question once, you cannot use it again that week. You may start over the following week. Write your answers on a separate sheet of paper and turn them in stapled to your reading log each week.





Day	Date	Time	# of Min	Title	Author	Genre (Book/Article)	# of Pgs or Para-graphs
Mon.							
Tues.							
Wed.							
Thurs.							
Fri.							
Sat.							
Sun.							
Total Minutes Read:				I attest that my child has read the recorded number of minutes this week.			
			(Guardian's Signature)				

Weekly Reading Log



Personal Dictionary

Word #1: _____

Sentence from Text: _____

Definition (as used in context): _____

My Sentence: _____

Word #2: _____

Sentence from Text: _____

Definition (as used in context): _____

My Sentence: _____

Word #3: _____

Sentence from Text: _____

Definition (as used in context): _____

My Sentence: _____

Word #4: _____

Sentence from Text: _____

Definition (as used in context): _____

My Sentence: _____

Word 5: _____

Sentence from Text: _____

Definition (as used in context): _____

My Sentence: _____