

Example of Criteria for Success for Daily Independent Reading

Name _____ HR _____

Daily Independent Reading Includes...

- /4 **Being Ready** What this looks like: Book is out and I am reading within 30 seconds of the start of reading time.
- /4 **Really Reading!** What this looks like: Reading the whole time, staying in one good reading spot, stopping to re-read or write a question on a Post-it when it doesn't make sense, eyes on the book 97% of the time, pages turning, reading deeply, lost in the book, using Post-its to record questions, comments, predictions, themes.
- /4 **Quiet** What this looks like: Quiet, respecting the readers around me, not talking or whispering about the book or other topics (that can be done afterwards if we do a partner share or on your own time outside of class).
- /4 **Protecting Reading Time as "Sacred"** What this looks like: No note-passing, walking around the room, sleeping, doing make-up work, writer's journal, assignments. Independent Reading time is time devoted to reading.
- /4 **A "Just Right" Book** What this looks like: My book is the same every day (until I finish it), is a good, challenging book of at least 200 pages, and is not a magazine, newspaper, or dictionary. I have my book every day, and have a plan for my reading. I do not go to the library before reading time more than once a week.

/20 Total

	9/25 Mon	9/26 Tues	9/27 Wed	9/28 Thurs	9/29 Fri
Score					

Source: Adapted from Adina Schecter; adapted from Lauralee Summer, Charlestown (MA) High School. Used with permission.



Tracking your thinking over the course of a book:

I used to think _____, but now I think _____.
I still think _____, but I'd like to add _____.
Others think _____, but I think _____.

Things to track over time:

A character:

- How does he/she change?
- What insights does the character gain?

What big ideas are being developed?

- What conflict arises?
- What do these conflicts tell the reader?
- What claims does the author make? What passages support these claims?

What techniques/moves does the writer make?

- What literary devices are used? (e.g. foreshadowing, personification).
- Where does the author use punctuation and sentence structure effectively?
- What are the key passages? Why?
- Notice beautiful sentences/passages. Comment on them.

Track your confusion

- What is confusing at the beginning of the book? Does the confusion remain or does it clear up?
- What passages/sentences/words do you find confusing? Show evidence that you are wrestling with the confusion.

Thought starters:

- I noticed...
- I wonder...
- I was reminded of...
- I think...
- I'm surprised that...
- I'd like to know...
- I realized...
- If I were...
- The central issue(s) is (are)...
- One consequence of _____ could be...
- If _____, then...
- I'm not sure...
- Although it seems...

"That" statements

This passage makes me think that...

This makes me feel that...

The author is suggesting that...