

Sophomore Independent Reading Requirements

Each week students will be given time to read the entire class period a book of their choice and fill out journal and paperwork as needed. The purpose of giving class time towards independent reading is to improve comprehension abilities, raise lexile/ GLE levels, (grade level equivalents) broadening vocabulary exposure and usage, and reading rates of words per minute. Our reading day is Fridays.

Performance Bands and Lexile Correlation

Grade	Below Basic (Far Below Grade Level)	Basic (Below Grade Level)	Proficient (On Grade Level)	Advanced (Above Grade Level)
1	N/A	0L–99L	100L–400L	401L and above
2	0L–99L	100L–299L	300L–600L	601L and above
3	0L–249L	250L–499L	500L–800L	801L and above
4	0L–349L	350L–599L	600L–900L	901L and above
5	0L–449L	450L–699L	700L–1000L	1001L and above
6	0L–499L	500L–799L	800L–1050L	1051L and above
7	0L–549L	550L–849L	850L–1100L	1101L and above
8	0L–599L	600L–899L	900L–1150L	1151L and above
9	0L–649L	650L–999L	1000L–1200L	1201L and above
10	0L–699L	700L–1024L	1025L–1250L	1251L and above
11	0L–799L	800L–1049L	1050L–1300L	1301L and above

The following guidelines are required after your lexile level has been determined:

- If reading below the 10th grade proficient lexile level, your book choice needs to be at your lexile or slightly above.
- If reading at the 10th grade proficient range, your book choice needs to be at or moving upwards towards advanced.
- If reading above the 10th grade proficient range, your book choice needs to fall anywhere in the proficient to advanced range.

Throughout the year we will continue to take the SRI test to determine and chart growth in your lexile level. Just like every skill, the more you put time and effort into the skill, the more readily the skill will improve. Make time daily to read your independent book choice even if it is only 10 minutes a day.

The book choice needs to be over 150 pages, and at least **one book** is completed each quarter. The book choice needs to be a published book, and cannot be:

- Anime or cartoon-type books
- Blogs
- Any reading source that will not effectively improve your reading ability.

Student may read in the following ways:

- From a book
- From an electronic format such as a kindle or phone
- With a book on tape with headphones
- With a book on tape w/ headphones and a companion book or kindle.

At the beginning of each reading day students will gather and use their writing/ reading journal to log in the following:

- 1.) The date for your journal entry, page you are starting on, and your latest lexile level score.

1a.) If just started reading a new book choice, the title of the book, author, publisher, year of publication, number of pages.

1b.) If continuing a book already entered with the information above, students will note it in the following method: Continuing (book title) on pg. _____.

2.) Vocabulary/Figurative Language Log: Select **two** vocabulary words that made you stop and wonder. Rewrite the sentence from the book where the word is found and page number, and give a brief definition; **OR** rewrite **one** type of figurative language phrase used in your reading of the day, identify the type of figurative language (simile, hyperbole, alliteration...) and page it was found on.

3.) At the end of reading time, what page you stopped on, and how many pages overall you read that day.

Reading Journals will be checked in a random manner to insure students are keeping up their journals on a weekly basis.

When a book has been completed, students will complete either the **Reading Choice Board** or **Prove It In Five Minutes**. Students who read more than one book in a quarter, please remember you only have to fill out the paperwork on one book per quarter, or do the Prove It choice. Reading time can be used to work on the assignment from the choice board.

Prove It in Five Minutes: A student gives a 150-second (2.5 minute) oral presentation in which he or she shares information about a book's plot and characters. The student closes this presentation by offering an opinion and recommendation about the book. Then the students and teacher have 150-seconds to question the presenter about the book. If the presenter is able to prove in this five minutes that he or she read the book, the student is excused filling out the TicTac Toe assignment.

Giving A Book Report My book report date is _____.

At the beginning of the year, as a class, a random drawing will occur to see which quarter the students will make a book presentation and written report. The presentation should take between **three to five minutes** explaining the information found in the book report. The chosen book **MUST** have been read in the quarter of the student's book report and found in the reading journal. Student may use time on reading days to prepare the poster after a book is completed. See information below what must appear on the book report.