**Weekly Reading Response Guidelines**

**How does this work?** Each week you will be required to complete activities adding up to **3 points.** How you get those **3 points** is up to you. You have three different options: complete **one activity worth** **3 points**, complete **two activities—one worth** **2 points and one worth 1 point**, or complete **three activities**—**three separate activities each worth 1 point. *Each Reading response counts as a weekly QUIZ grade!!***

**Activities:** 3 point activities are longer, more challenging, and more in depth. 1 point activities are shorter and are not as in depth. 2 point activities are somewhere in between. Push yourself and mix and match differently each week! A list of activities is included. Once you have completed an activity, you should not repeat it until you change books.

**Guidelines:** You must complete an activity or activities with a combined value of **3 points.** You will submit your weekly response(s) each Thursday with an attached (and completed) rubric. Use notebook paper to complete written responses, use copy paper or unlined paper for illustrated responses, be sure to follow the directions for each activity, and include the ID (example: 1f, 2h) for each activity and indicate it on your response(s).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scoring Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1-Unacceptable** | **2-Needs Improvement** | **3-You got it.** | **4-Exceptional Work!** |
| **Quality of Work** | Work was not completed OR work was not turned in OR there is not enough work to score. | Work is sloppy in places AND/OR student did not present their best work. Work seemed rushed. | Work is neat. The student’s work is done mostly to the best of their ability and it is clear that the student invested time and effort. | Work is written neatly and it is obvious that the student went above and beyond the “good” work of their peers OR presented work that is beyond what the student has done in the past. It is clear that the student spent a lot of time and effort. |
| **Following Directions** | The student did not follow directions OR the student did not complete all 3 activity points.  | The student answered less than 2/3s of the combined activities AND/OR did not follow the directions.  | Student followed ALMOST each and every direction given and/or ALMOST fully answered each activity. Minor oversights.  | Student followed EACH AND EVERY direction, guideline, and step required, without missing a thing. Student fully answered all parts of each activity. |
| **Knowledge of Book/Time Spent Reading** | It is clear that the student has not read or has not been reading the book. | The student’s knowledge of the book has increased very little. The details from the book are the same as last week. Little reading or thinking about the reading has been done.  | The student has knowledge of their book. The student demonstrates an understanding of what they are reading and it is clear that they are reading some each night.  | It is clear that the student has deep and wide knowledge of their book. The student demonstrates a clear understanding of what they are reading and it is clear that they are reading for at least 30 minutes each night. |
| **Varying Activities** | The student completes the same activities each week OR work was not turned in. | The student repeated more than one activity while on the same book OR the student repeated an activity that they have done many times before. | The student repeated no more than one activity while on the same book OR the student completed an activity they have done more than twice. | The student chose ALL new activities.  |
| **Detail** | The student doesn’t use character names, setting details, or other details. Writing is vague and could apply to ANY book. | The student’s responses are vague (lacking detail). | The student uses specific details from the book in their responses.  | The student went in depth for each activity, including strong details from their reading. Each activity is answered specifically in great length and detail. |

**Response Choices: Semester 1**

**NF-**only with nonfiction texts **B-** only works at the beginning of the book (25 pages or less)  **E**-only works when you’ve finished a book.

|  |  |  |
| --- | --- | --- |
| ***1 Point Activities:*** *Follow the directions for the activity. Any response that requires writing more than a list should be at least* ***FIVE SENTENCES.*** | ***2 Point Activities:*** *Follow the directions for the activity. Any response that requires writing more than a list should be at least* ***TEN SENTENCES.*** *Any activities that require drawing or illustrating (picture, timeline, mind map, etc.) should be at least* ***HALF OF A PAGE AND IN COLOR.*** | ***3 Point Activities:*** *Follow the directions for the activity. Any response that requires writing more than a list should be no less than 4 lines short of* ***A FULL PAGE*** *(one side). Any activities that require drawing (picture, timeline, mind map, etc.) should be* ***A FULL PAGE AND IN COLOR*** |
| **1a**. List five adjectives that describe the book’s main character. In complete sentences, explain why and how each adjective describes the character.**1b.** List five facts you learned about the topic covered in the book. **(NF)****1c.** Based on the title, what do you think the book is about? **1d**. Do you think the author chose a good title for the book?  Why or why not? **(B)****1e.** Explain why you think that your book is popular with students in the class (if it is popular with other readers in the class).**1f**. Would you recommend the book to another reader?  Explain why or why not--use specific details.**1g.** Describe what you would change about the book if you could rewrite it.**1h**. Make a list of 5 or more “lingering questions” you have after finishing the book. **(E)****1i**. Make a character sketch of the main characters. Write 2 sentences describing each character. | **2a.** Write a new beginning to the story. Your writing should seem like it came straight out of the book.**2b.** What real-life people or events are you reminded of by characters or events in the story? Explain why and how. **2c**. Write a letter to one of the characters in the book. Use specific details about your character in order to ask the, relevant questions.**2d.** Summarize the chapter you just read.**2e.** Draw a picture of the climax of the story or chapter.**2f**. Describe the setting (in a sentence or 2) and illustrate it. Be detailed. **2g**. How do you think the story will end? Why? Be specific in your reasoning. **2h.** Which character do you think will change the most by the end of the book?  What clues lead you to that conclusion?**2i.** Why do you think the author chose the opening line he or she did?  Did you like it?  Did it make you want to read further?**2j.** Write a new ending to the story. Your writing should seem like it came straight out of the book. **(E)** | **3a.** Write a song or poem that summarizes the story.**3b.** Compare and contrast the main characters using a t-chart or write in paragraph form. How are they alike? How are they different?**3c.** Make a timeline of the story. Use color to color-code different aspects of the story. See Mrs. Candler for details and more explanation. Must include at least 10 events.**3d.** Add a chapter.**3e.** Write a reflection—What does the story make you feel? What questions do you have? What is your reaction? What are your thoughts? What are some connections you can make? Answer any or all of these questions in your response. **3f**. Describe in detail the setting of your book and how it fits into the story. How would the story be different if it took place in another setting?**3g**. What quality of one of the characters strikes you as a good characteristic to develop within yourself? Why? How does the character demonstrate this quality? **3h.** Write a diary entry in the voice of a character in your book.  |

**Weekly Options:** Sometimes there will be a “weekly option activity.” This is an activity/strategy that you are learning in class that your teacher may allow you to reproduce using your own book. In Mrs. Candler’s class, check below the large pink pencil on the board to see if there is a weekly option this week. Ask your teacher if you have any questions.

**Response Choices and Guidelines: Semester 2**

**NF-**only with nonfiction texts **B-** only works at the beginning of the book (25 pages or less)  **E**-only works when you’ve finished a book

|  |  |  |
| --- | --- | --- |
| ***1 Point Activities:*** *Follow the directions for the activity. Any response that requires writing more than a list should be at least* ***FIVE SENTENCES.*** | ***2 Point Activities:*** *Follow the directions for the activity. Any response that requires writing more than a list should be at least* ***TEN SENTENCES.*** *Any activities that require drawing or illustrating (picture, timeline, mind map, etc.) should be at least* ***HALF OF A PAGE AND IN COLOR.*** | ***3 Point Activities:*** *Follow the directions for the activity. Any response that requires writing more than a list should be no less than 4 lines short of* ***A FULL PAGE*** *(one side). Any activities that require drawing (picture, timeline, mind map, etc.) should be* ***A FULL PAGE AND IN COLOR*** |
| 1i. Create a slogan for the book and explain why you chose this.1j. Write a feasible solution for a problem a character has that is different from anything suggested in the book.1k. Give 3 reasons why this book should be taught to the whole class. Explain.1l. Choose a character of the book, decide what would be an appropriate birthday present for that character and explain why.1m. Discuss a portion of the book that was too predictable. Why was it too predictable?1n. Make a list of character in your book.  Transform the major characters in your book to animals.  Decide upon an animal for each based upon personality traits. Explain. 1o. Explain why you chose to read the book. Do you like the book or not? Why? | 2l. List five words from the book that you find interesting or unfamiliar.  Write their definitions and use them each in a sentence.2m. What did you learn about the time and place in which the story took place? Be specific.2n. Write about an important lesson that was learned in the story. 2o. Pretend that you are the author and writing a sequel to this book.  Explain what should happen and why. **(E)**2p. Discuss how the author uses figurative language, descriptive language, and/or other details to make the story seem realistic.2q. Explain how a character is acting and why you think the character is acting that way. 2r. Describe and explain why you would/would not like to have lived in the time or place of the story. 2s. Complete a plot diagram for the book **(E)**2t. Write about what would happen if you brought one of your characters to school or home for a day.2u. How would the story be different if told through another character's eyes?  | 3i. Create a mind map. Must include at least 10 “bubbles”. 3j. Create a flow map showing how a character changes. Must include at least 7 entries. 3k. What is the conflict and how do you it will be resolved? Why?3l. Draw a picture of what you think will happen next.  Describe it.*3m. Illustrate a book cover different from what is on your book.* (Can only do this activity 3 times per quarter)3n. Retell the ending of the story AND write your feelings about it. **(E)** 3o. How do the character’s actions affect other people in the story? Choose at least 3 specific examples.3p. Choose a character and create a to-do list for that character. Your list must have at least 15 things. 3q. Retell a part of the book from a different character’s point of view, telling their side of the story. It should vary from the original telling, and you should include hints to the character’s thoughts, personality, and motivations.  |

Weekly Reading Response FAQ’s

1. When is the Reading Response due?

2. How many points do you have to earn to receive full credit?

3. What are three different ways you can earn those points?

4. Is the reading response counted as a homework, classwork, quiz, or test grade?

5. How does my teacher determine a grade for the reading response?

6. What is the difference between a reading response that earns the score of a 1 or 2, and a reading response that earns a 3 or 4?

7. How often can I repeat an activity?