



Independent Reading Project Rubric

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|---|---|
| $\frac{\quad\quad\quad}{5} (4) = \frac{\quad\quad\quad}{20}$  | <p>5- You have an acceptable book in class and are actively reading when time allows 100% of the time</p> <p>4- You have an acceptable book in class and are actively reading when time allows 85-99% of the time.</p> <p>3- You have an acceptable book in class and are actively reading when time allows 60-84% of the time.</p> <p>2- You have an acceptable book in class and are actively reading when time allows 50-59% of the time.</p> <p>1- You have an acceptable book in class and are actively reading when time allows 25-49% of the time.</p> <p>0- You have an acceptable book in class and are actively reading when time allows 0-24% of the time.</p> |
| $\frac{\quad\quad\quad}{5} (8) = \frac{\quad\quad\quad}{40}$  | <p>5- You have read 2 different books of at least 80 pages each</p> <p>3.5- You have read 1 novels of at least 80 pages each</p> <p>2- you have read 1 novel of at least 50 pages</p> <p>0- You have read zero novels</p>   |
| $\frac{\quad\quad\quad}{5} (4) = \frac{\quad\quad\quad}{20}$  | <p>5- You have read two books within the genre(s) Mrs. White has shared with us this term</p> <p>2- You have read one books within the genre(s) Mrs. White has shared with us this term</p> <p>0- You have read no books within the genre(s) Mrs. White has shared with us this term</p>  |
| $\frac{\quad\quad\quad}{10} (4) = \frac{\quad\quad\quad}{40}$ | <p>10- You have your log filled in and signed by parent 100% of the time</p> <p>8- You have your log filled in and signed by parent 85-99% of the time</p> <p>6- You have your log filled in and signed by parent 60-84% of the time</p> <p>4- You have your log filled in and signed by parent 50-59% of the time</p> <p>2- You have your log filled in and signed by parent 25-49% of the time</p> <p>0- You have your log filled in and signed by a parent 0-24 % of the time</p>  |
| $\frac{\quad\quad\quad}{120}$                                 | <p><b>TOTAL POINTS EARNED</b></p>   |

ADDITIONAL GUIDELINES:

- If you are unsure about your book choices, please see me before you begin.

Agreement Made By Mrs. Appleton and \_\_\_\_\_ :

- If you are reading a book that is more than 199 pages, please see me and we will make a reading plan for you.
- Your reading log needs to be complete in order for you to receive credit for the reading/work you have done.

*Remember, even if you have met the **2 book minimum** requirement, points are taken of for each day that you do not have a book in class; so, you must always be reading an independent reading book.*



**Reader Response Questions (used to TALK ABOUT book with parent/guardian):**

1. How did you feel after reading the first chapter(s) of this book? Why? After reading half the book? Why? After finishing the book? Why?
2. Did part(s) of this book make you laugh? Cry? Cringe? Smile? Cheer? Explain why.
3. Is there something in the book that is like something in your own life? Explain.
4. What are the best parts of the book? Why? What are the worst parts of the book? Why?
5. Through this book, what message is the author saying about life and living? Explain.
6. What parts of the book seem believable? Why? What parts seem unbelievable? Why?
7. What do you think is the most important word in the book? Why? The most important passage? Why? The most important element (place, event, characters, feeling, decision)? Why?
8. In what ways are you like any of the characters? Explain.
9. In what ways do any of the characters remind you of people you know? Explain.
10. What character would you like to be in this book? Why? What personality traits would you like to acquire from a character in this book? Why?
11. If you were going to talk to a character, what would you say to him/her? Explain
12. What makes you stop and think in this book? Explain. What do you not understand in this book? Explain.
13. What was a surprise in this book? Why?
14. Has this book helped you in any way? Explain how.
15. Do you like the end of this book? Why or why not? Do you think there is more to tell? What do you think might happen next?

Attached are two example questions and answers. As students learn to discuss (talk about) the books they read, they should attempt to use specific details or **EVIDENCE** from the book to back up their opinions, feelings, and impressions. If your child's answer seems unclear, ask more questions until they are able to share comments with specifics and details from the novel they are reading. Students do not have to work from memory; they may use the book as they talk to you to find passages and quotes. It may also help students to write down their answer before they discuss it verbally. Having this kind discussion about a novel -- where your child has to support his/her feelings/ideas with **EVIDENCE**-- is good practice for future response to literature writing (a writing genre your child will encounter at every grade level).

**Title of Book:** *Ballet Shoes*

**Total Pages in Book:** 281

**Question(s):** Do you like the ending of this book? Why or why not? Do you think there is more to tell? What do you think might happen next?

**Answer:** I liked the ending of this book a lot, This is because it is a happy ending. It's a happy ending because everybody gets to do what they want to do and go where they want to go. Posy went to Czechoslovakia with her nurse, Nana, to take ballet lessons with a professional ballet dancer. Pauline went with Garnie to Hollywood to become a film star. Petrova stayed with Gum (Great Uncle Matthew) at a house near an aerodrome where Petrova could study aeroplanes. I think there is more to tell. I would like to know if Petrova actually made it into the history books, or if Posy became a professional dancer. Also, I would like to know if Pauline became a famous movie star.

**Question(s):** What are the best parts of the book? Why? What are the worst parts of the book? Why?

**Answer:** I think the best part of the book is when they get into show business and start performing in front of people. I like this part because it's exciting and they get to start making money for their acting and dancing. Pauline and Petrova always got good parts in the plays. Posy, however, is better at dancing than acting, so she usually got dancing parts in the plays. I also like the part where they went to the academy of dance and stage. Posy was always the best dancer, Pauline was always the best actress, and Petrova, always in between. One of the worst parts was when their family became poor. They didn't have enough money to buy new frocks and barely enough money to buy food. Other than that, this book was fascinating.