**Mr. Scholes’ Vision for Independent Reading**

Students,

The first and most important reason for independent reading is to give you a space to read things that interest you. This is why I am open to a variety of sources, such as novels, graphic novels, poetry collections, short story collections, non-fiction books, magazines, audio books, etc.

Here are the general guidelines that I ask you to follow:

* Always have your book with you for class.
* Please make arrangements before class if you have finished your book or know you will finish partway through reading time (i.e. have a new book ready).
* Reading material for your report should be at least 200 pages of written text.
	+ Therefore, if you choose to read graphic novels, you should be able to read 3 of them in the time that it takes another student to read a regular novel of 200 pages. You would do your report by presenting on all 3 of them combined.
	+ If you choose to read magazines, read as many as it takes to equal 200 pages. You would do your report by presenting on all of them combined. Make sure that you are reading the articles, not just viewing the photographs!
* If you choose to use a reading device, please make arrangements before class to have your books purchased. I do not want to see you browsing (which looks suspicious) during reading time—I want you reading!
* If you choose to use an audiobook, please have a copy of the text to follow along. I am a HUGE fan of audiobooks, but as a reading teacher, I know that seeing the words is important to your cognitive development.
* Last but definitely not least: READ during reading time. It takes maturity to get settled, phase out background noise, and get your mind into your reading. Please do not waste time getting started, looking around, or packing up early. These prevent you from making worthwhile progress as a reader.

Reading for 20 min. x 3 class periods = 60 min. x 9 wks. per qtr. = 9 hrs. x 4 quarters = 36 hrs.

Reading for 12 min. x 3 class periods = 36 min. x 9 wks. per qtr. = 5.4 hrs. x 4 quarters = 21.6 hrs.



There are, of course, other reasons for the additional reading time. I ask that you trust me when I share that reading—any reading—improves not only reading skills, but also spelling, vocabulary, and writing skills. It also builds empathy for others. All this while reading something you enjoy!

Please chat with me anytime you feel you are struggling with reading. I will do whatever I can to help you grow as a reader.

Your Fellow Language Arts Fanatic,

Mr. Scholes

**Reading Report Options**

Reading reports serve a few purposes:

* Accountability – to show that you actually read something
* Reflection – to pause and recognize how the reading has impacted you
* Creativity – to present in ways that keep our class reading culture alive and exciting

Below is a list of options for reading reports. You will choose a different option for each report throughout the year. If you have another idea that is not listed, please come talk to me (Mr. Scholes). As long as it is an equivalent amount of work, I will say yes.

**All written work should be typed in Times New Roman, Ariel, or Calibri font at 12-point size.**

**Be prepared to answer teacher and peer questions at the end of your report.**

**Please do your best to avoid spoilers when sharing about your reading.**

* **The Dating Game**

Imagine that **two** of the characters from the book are writing applications so they can appear on a dating game show. Write a ½ page “About Me,” one for each character. Consider what the characters would say about themselves to sound attractive (personality traits, hobbies, etc.) and what each character would say s/he finds attractive in others.

* **Various Viewpoints**

Select an event in the story that characters have different perspectives on (e.g. a battle between the hero and villain would work well). Write the “insider story” of **two** characters on the same event in the form of a monologue (person talking to him or herself). Each monologue must be ½ page in length.

* **Found Poem**

Select a chapter from the novel that is especially powerful or interesting (e.g. the chapter with the climax of the story would work well). Next, select words and phrases that create interesting images and show the impact of the chapter. Arrange these words and lines into a poem (rhyming is optional but encouraged). The finished poem must be 1 page in length. Rhyming is not necessary (but is okay), and you may vary line lengths and stanza size creatively. Remember, you are not writing anything new—you are taking words and phrases right from the reading and arranging it in a poetic way.

* **Music Selections**

Choose 3 sections or events from your book and select a piece of music that you think captures the feel or tone of each section. Include an explanation of why you feel the music you select for each section fits. Each section and its explanation should be 1/3 of a page in length. Short excerpts of lyrics can be included to enhance your explanation. Follow the example below to format your writing:

***Hunger Games* Example:**

***Section or Event***—Katniss and Peeta fight Cato and win the Hunger Games.

***Music Selection***—“Fine Again” by Seether

***Explanation***— “Fine Again” is the perfect sound track for this section of the Hunger Games because the lyrics match exactly how Peeta and Katniss must be feeling after winning the games:

It seems like every day’s the same

 And I’m left to discover on my own.

 It seems like everything is gray

 And there’s no color to behold.

 They say it’s over and I’m fine again, yeah

 Try to stay sober, feels like I’m dying here.

The Games may be over, but Peeta and Katniss are definitely not “fine again” like they were before the Games, and they must feel as if a part of them has died or is dying because of what they had to do in order to win the Games.

* **Thirty Interesting or Amazing Lines**

As you read, keep a log of really interesting, clever, funny, descriptive, or downright amazing lines. When you finish the book, choose the top 30 to include in your report.

* **Alphabet Book**

Create sentences based on letters of the alphabet that demonstrate your knowledge of the book. Use **all 26** letters of the alphabet (you can stretch the hard letters like X and Q to make it work). Each letter should have a strong sentence of explanation. While names and places are acceptable, make sure you include less obvious elements in your alphabet book as well.

**Hunger Games Example:**

**A** is for the **arrows** that Katniss uses to gain a huge advantage in the Games. Katniss can hunt game and attack from a distance with **arrows.**

**B** is for the **bow** that Katniss uses to impress the judges when she is given a high rating before the Games.

* **Awards**

Create an award for **five** characters in your book based on their actions. Be creative; these can be positive, negative, or sarcastic. Explain why each character deserves that award using specific examples from the book. The five awards together should fill about a page.

 **Hunger Games Example:**

Haymitch receives an award for “Friend in Time of Need.” He gets this award because during the Hunger Games, he helped Katniss and Peeta on several occasions by persuading sponsors to send supplies. One example of this was when Katniss received the healing salve from a sponsor, thanks to Haymitch’s work behind the scenes.

* **Interview a Character**

Come up with 8 questions and answers for **one** character you interview from the book. Yes or no questions are **NOT** accepted—you can do better than that! Your interview should equal a full page.

 **Hunger Games Example:**

**Interviewer:** How did you feel watching Katniss grow closer to Peeta during the Hunger Games?

 **Gale:** *At first, I didn’t think much of it. I know that the Games are all about drama and I figured it was a tactic to help them get favors from sponsors. But as the Games went on, I started to see her change and I saw that she was actually starting to like Peeta. What do you want me to say? I was kind of upset, but there was nothing I could do about it.*

* **Letter to the Author**

Write a letter to the author discussing your feelings about the book. What did you like? What was the most intense part? The letter should be a full page in length.

* **Web Surf the Place or Time Period**

Search the Internet and find details about the place and/or time period in which the story takes place. Give your source for each piece of information (paste in the URL). This should be one full page in length.

* **Book Review Poster**

Create a poster with a short “About the Book” section, a section with five intriguing lines (include the page number), and a section on why the book is worthwhile. At the bottom, create “tear-offs” of a link to a site for others to visit. This could be a book trailer that someone else has made on YouTube, a link to the author’s official page, etc.

See the example posted in Mr. Scholes’ room for guidance.

* **Graffiti Wall/Mural**

Pretend you have been so profoundly touched by this book that you must tell the world. But you’re a graffiti artist.

**Part 1.** Using various graffiti fonts, choose words that have significance to the story. Characters and places are okay, but think of things like THEMES too. Use a mix of images that represent things in the book as well. You should have 20 words and images total. **Note:** Colored pencil, marker, or paint are acceptable. You probably shouldn’t actually use spray paint.

**Part 2.** Write a couple sentences of explanation for each word and image on your poster board.

See the example posted in Mr. Scholes’ room for guidance.

* **Movie Poster**

Create a movie poster for your book. If your book is a movie already, you must create an original (not copied) poster. Your poster should include one large image and a few smaller images blended in. These images should (obviously) represent significant things from your book. Images can be drawn, traced, or taken from online, but they must look nice. You also need a catchy slogan, and all the other typical things on movie posters (at the bottom there is usually a release date, a list of notable actors, a movie rating & reasons for the rating). Be prepared to present on why you chose those images, why you chose the actors/actresses for the various characters, and the rating you gave the story.

See the example posted in Mr. Scholes’ room for guidance.

* **Book Trailer**

Create a movie trailer for your book that is between 2 and 3 minutes. This must be filmed outside of class. You may get the help of others. Send your edited/polished trailer to Mr. Scholes so the class can view it the day of presentations. You can find book trailers online to see examples (you will notice quickly which are well-done and which are terrible).

* **Newspaper Page**

Create a newspaper spread based on your book. You can be as creative as you want—such as including a sports column, a comic strip, an opinion piece, etc. Include one or two photos, and format the writing into two columns. This only needs to be one full page, but can be longer if needed. So, if you only have room to write the “breaking news” about an event from the book, that is fine. You are not required to have a certain number of different articles—just a page total. You can be creative by printing on gray or sepia paper and using a newspaper-looking font, as long as it is readable. However, this is not necessary.

* **Tour Guide**

Imagine you are conducting a tour of the settings in your book. Make a video describing the places, time period, culture, etc. and why each setting is important to the story. The video should be 2-3 minutes in length and must be done outside of class. Send Mr. Scholes the edited/polished copy to show to the class during presentations.

* **TV News Report**

Like the newspaper, you can be as creative as you wish, but need only one segment. You can report on an event from the story for 2-3 minutes, or you can have shorter segments that include weather, sports, national and local items, etc. Make sure it centers around the book. The video should be filmed outside of school. Send Mr. Scholes the edited/polished copy to show to the class during presentations.

* **Children’s Book**

Rewrite your book as a children’s book of 8 pages (4 pages front and back). Each page should include an illustration and 1-2 sentences of writing. The book also needs a front and back cover (front cover has title, author, and illustration; back cover can be blank).

* **Graphic Novel/Manga Version**

Rewrite your book as a graphic novel or manga. This should be 6 pages (3 pages front and back). Please color your illustrations. You choose how many frames to put on each page. You also need a front and back cover (front cover has title, author, and illustration; back cover can be blank).

* **Character Dress-up**

Dress up as a character from your book. Come prepared to give a summary of the story from your perspective (speak as the character), including your thoughts about events and other characters in the story. You can change just before your presentation, or you can get a special “book report free dress” pass to wear your costuming all day. **Note:** Your costume needs to be more than regular clothes. If you read a realistic fiction story, this probably doesn’t work well for you.

* **Write a Song**

Write lyrics for a song about your story. This could be a summary of the story, a theme from the story, an event, etc. You may choose a model song to borrow the music from and write lyrics that fit that rhythm. However, this is not required, and you do not need to create music for this project (but you are welcome too if you are savvy with GarageBand). The song should be at least a page in length, but can be longer. You can arrange lines and stanzas as needed and can have a chorus that repeats as long as you have at least 3 verses.

* **Film vs. Video Comparison**

If your book is already a film, you can write a one-page comparison of similarities and differences between the two media. You can type inside of a Venn diagram, for example, or just write paragraphs.

* **Alternate Ending**

Write an alternate ending to your story. This should be one full page in length and should mimic the style of the author’s writing (i.e. point of view and verb tense).

* **Write a Poetry Collection**

Write a collection of poems that equal a full page of writing. This can be a mixture of any kinds of poetry, such as haiku, limerick, nonet, sonnet, Clerihew, open form, etc. Put each poem on its own page and give each poem a title.

* **YouTube Book Critique**

Film yourself giving a critique of your book. You can find any number of examples online, some which take serious tones, and others where the reviewer has a strong (fun, witty, blunt) personality to liven up the review. This review should be 2-3 minutes long and should include things you like and didn’t like about the novel. The video should be filmed outside of school. Send Mr. Scholes the edited/polished copy to show to the class during presentations.

* **Act a Scene**

You can act out a scene in front of the class. This can be done on your own (you portray different characters, maybe with different props/voices) or with help. Just know that helpers are doing this out of kindness, not for any kind of credit. They are still responsible for doing their own reports. The scene should last between 2-3 minutes. You do not need to memorize lines, so a general gist of the scene is acceptable.

* **Film a Scene**

Just like the “Act a Scene” described above, but filmed beforehand. The video should be 2-3 minutes in length and filmed outside of school. Send Mr. Scholes the edited/polished copy to show to the class during presentations.

* **Tech Presentation**

Use a technology medium of your choice (Prezi, Google Slides, etc.) to present details about your book. Images should accompany text to make it pleasant to view. The presentation should last no longer than 5 minutes. Send or share the finished file with Mr. Scholes to have it ready for the days of presentations.

* **Collage**

Using newspaper and magazines, create a collage of words and images that relate to your book. Write a ½ page explanation about the various things on the collage so we can interpret your artwork.

* **Diorama**

If the shoe fits, wear it. 🡨 That’s an idiom btw. If for some reason a physical diorama works to present your book, do it! I can’t really give much guidance since these vary (🡨 that’s a commonly confused word btw). You should put strong effort into this project; if it looks like my 1st grade daughter could do it, rethink your work. BUT don’t go spending a bunch of $$$.