**Independent Reading Study**

**Name: Advisory: Due date:**

**Learning Intentions**

* Develop strategies for improving reading comprehension
* Measure growth in reading comprehension

**Content Descriptors from the Australian Curriculum**

* Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)
* Use comprehension strategies to interpret and analyse texts comparing and evaluating representations of an event, issue, situation or character in different texts. (ACELY1744)
* Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)

**Achievement Standards from the Australian Curriculum**

* Students evaluate and integrate ideas and information from texts to form their own interpretations
* Students select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

**Choose a novel/book and complete the following tasks. You will have 4 weeks to read your book and complete all tasks.**

**Making Predictions**

Look at the front cover and read the blurb.

* Why did you choose the book?
* What do you think the main theme/themes in the book are?
* Read the first few pages and find 6 examples of descriptive language – adjectives, similes, metaphors, personification.

**Questioning the Text**

While reading the text ask a question on each of the following areas:

* Plot/theme eg. *Will Sarah finally forgive her father?*
* Character’s feelings and motives eg. *Why is John so determined to seek revenge*?
* Clarification eg. *Is the book really about friendship or is it more about family?*

**Summarising the Text**

Draw a flow chart outlining the main events of this story. Include detail explaining what is happening.

**Literal Comprehension**

* Find 4 examples of direct speech used in the text. Explain the context and include evidence from the text.

**Interpreting and Synthesising**

1. While reading record 3 direct quotes that explicitly describes the following points. Include the context of each.
* A character
* A setting
* An action
1. Write a statement outlining how a character or incident in the text reminded you of something from your past or built on your prior knowledge*. ( eg. I used to think that people in wheelchairs could go almost anywhere, but in this novel Sandra couldn’t get into any hotels while they were travelling through Thailand. It made me think about how hard some parts of travel could be if you were in a wheelchair.)*

**Evaluating/ Responding**

While you read the text form some detailed opinions ( minimum of 3).

* An opinion about an event where two characters interacted.
* An opinion about an event. What would you have done if you were in that position?
* A reflection on how the book made you feel. Explicitly state how a part of this book made you feel.
* A statement outlining how your thoughts have changed about a topic since reading this text.

**Making Connections**

* Which texts, games, movies does this book remind you of and why?
* What life events does this text remind you of?
* What has happened/happening in the world that this text is reminding you of?

**Marking Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | A | B | C | D | E |
| Making Predictions | Identification of why novel was chosen as well as at least three potential themes with supporting evidence. Six examples of descriptive language/ techniques correctly identified.  | Identification of why novel was chosen as well as at least two potential themes with supporting evidence Five examples of descriptive language correctly identified.  | Identification of why novel was chosen as well as at least two potential themes with some supporting evidence. Four examples of descriptive language correctly identified. | Identification of why novel was chosen as well as at least one potential theme with some attempt to provide supporting evidence. Attempt made to identify examples and language techniques. Some errors. | No attempt made. |
| Questioning the text | Three questions composed demonstrate detail and insight into plot/theme, characters feelings and motives and clarification. | Three questions composed demonstrating understanding of the plot/theme, character feelings and motive/ clarification. | Three questions composed but not all areas of plot /theme, characters feelings and motives and clarification is demonstrated/ understood. | Some attempt is made of making questions but there is little evidence of understanding of the text. | No attempt made. |
| Summarising the text | Flowchart is detailed and correct, explaining significant events of the novel and their impact. | Flowchart s detailed but has one or two minor errors regarding significant events in the novel and their impact.  | Flowchart includes most main events of the novel but is not detailed and/or contains errors. | Elements of a flow chart but not accurately reflecting events in the novel. | No attempt made. |
| Literal comprehension | Four examples of direct speech identified with detailed explanation of the context and the inclusion of supporting evidence. | Four examples of direct speech included with explanation of the context and the inclusion of evidence. | Four examples of direct speech included. Explanation of the context and inclusion of evidence is limited. | Attempt made to include examples of direct speech with little or no explanation of the context and inclusion of evidence. | No attempt made. |
| Interpreting and Synthesising | Three quotes included that explain in detail a character, setting and an action. Detailed personal connection included. | Three quotes included that explain a character, setting and an action. Personal connection made between the novel and reader. | Three quotes included that explain in some detail character, setting and an action. Some connection made between the reader and novel. | Attempt made to include quotes to explain a character, setting and an action. Limited connection made between the reader and novel. | No attempt made. |
| Evaluating/ Responding | Three detailed opinions of the text where characters interacted, opinion of an event and how the book made the reader feel are included. | Three opinions of the text where characters interacted, opinion of an event and how the book made the reader feel are included. | Three opinions of the text where characters interacted, opinion of an event and how the book made the reader feel are included with little explanation. | Attempt made to include opinions where characters interacted, opinion of an event and how the book made the reader feel. Little/no detail. | No attempt made. |
| Making Connections | Detailed connections made with other texts, life events and world events. | Some detail connections made with other texts, life events and world events. | Connection made between the novel and other texts, life events and world events but no explanation given. | Attempt to make a connection between the novel and at least another novel, life event or world event. | No attempt made |

**Personal Learning Growth**

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| **Reading Comprehension Strategies** | **1st Book****/35** | **2nd Book****/35** | **Growth** |
| Making Predictions |  |  |  |
| Questioning the text |  |  |  |
| Summarising the text |  |  |  |
| Literal comprehension |  |  |  |
| Interpreting and Synthesising |  |  |  |
| Evaluating and Responding |  |  |  |
| Making Connections |  |  |  |