

Reading Records Assignment Sheet

O.D.1.4, O.D.2.2, O.D.2.4, O.D.3.2, O.D.3.4, and O.D.4.2

The purpose of this project is to broaden and deepen your knowledge of children's and young adult literature, to respond personally to the books you read, to apply “appeal terms” to your books views and discussions, and to create a record of your reading for future use.

Reading children's and young adult literature is the heart of this course. Design a record-keeping system that will meet your needs as a teacher or one that will serve as a resource for your students. Possible formats are loose-leaf notebook pages, wiki pages, or a database. Whatever you choose, you'll want to be sure it is organized and that you'll be able to make additions to it in the future.

These are the essential pieces of information you will record for each book:

1. Bibliographic information: author, title, illustrator, publisher, date of publication, number of pages, ISBN#, awards (if applicable);
2. Short summary of the plot;
3. Description of the illustrations (if present);
4. Theme(s);
5. Your personal reactions to the book;
6. Curricular connections (how you might use it with students in a classroom).

Use the Reading Record Template for all reading records. You will use one template for EACH book or resource reading you record.

You will refer to and use the storyline “appeal terms” in your book summaries and personal response sections of the template. You will put those terms in **bold font**. You will use at least **FOUR** of these terms in every reading record. You are expected to use **ONE** or more of these terms in your responses to classmates’ postings.

By learning and using these terms, you will be practicing standards you will be required to teach students. See the TEKS standards link on the Reading Record assignment sheet at:

http://ls3013.pbworks.com/w/page/28608346/reading_records

There is a sample complete and thoughtful reading record for *Thank You, Mr. Falker* (Polacco) linked at: http://ls3013.pbworks.com/reading_records_sample Notice the “appeal terms” are in bold font.

All Reading Records will be evaluated using the Reading Record Rubric.

Each time your group meets in an online discussion, you are required to turn in fifty points worth of records.

Book, Audiobook, or Tape Kit	Number of Points
Picture Book – unpagged, or 32-48 illustrated pages	10 points
Reader – up to 60 pages	10 points
Chapter Book – up to 180 pages	30 points
Novel – more than 180 pages	40 points

Note: If you turn in more than 50 points worth, you will only earn 50 points for your records that week!

For example, if I have read a novel (worth 40 points), I will turn in a record for the novel plus one for a picture book or reader (10 points) to reach 50 points in that particular discussion.

You are required to read **at least ONE novel** (books of more than 180 pages) during the semester. If you are reading at the middle or high school level, you may read and compose reading records for six novels, but you must also read 6 picture books or readers to reach the full number of points.

Reading Record RULES:

I tried to put all of these rules in a positive sentence but I found it impossible. My apologies.

1. You may read books in **print** format or listen to **audiobooks** or **tape kits**.
2. You are expected to read from a **wide variety of genres**. See the Diversity Tracking Sheet.
3. You may **not** compose reading records for books you read **BEFORE** beginning this class. All books must be new to you.
4. You may **not** compose reading records for the professor’s or graduate assistant’s whole class read-alouds or for read-alouds shared by other classmates.
5. You may **not** compose reading records for more than **one book in a series**.
6. You may **not** compose reading records for these authors or books in these series: Dr. Seuss, Berenstain Bears, Babysitters Club, Clifford, Nancy Drew, Hardy Boys, Twilight, or Harry Potter.
7. You will **not** compose reading records for children’s and young adult books made into films, unless your record includes a detailed comparison between the book and film versions.

Reading Record Submission and Discussion

You will submit 50 points worth of reading records in each of these discussions. O.D.1.4, O.D.2.2, O.D.2.4, O.D.3.2, O.D.3.4, and O.D.4.2.

All reading records on due on Wednesdays before class; all responses to classmates are due on the following Wednesdays. Please see the Assignment Tool Tracking Sheet for dates.

You will earn up to 50 points for complete and thoughtful reading records. You will post your reading records BEFORE class on the day they are due.

All reading records must be posted in the body of the discussion field. You will compose a subject line that includes your name and the book title, then copy and paste the template into the box. DO NOT post records as attachments.

Subject Line: Your Name RR – Book Title (# of points)

Subject Line Example: Dr. M.'s RR – Thank You, Mr. Falker (10)

You will respond to **at least three records posted** by your group mates. Ideally, you will respond to one record for each of your group members. The goal of responding to one another is to engage in a discussion and to increase your knowledge of children's and young adult literature.

Please see the rubric for response examples.

In each discussion, there are 50 possible points. 50 points are for the records. If you fail to read and comment on at least three of your classmates' records, 5 points will be deducted for each missed response. For example, if you do not respond to any of your classmates' postings, you will earn 35 points for your records that week.

There are six discussions throughout the semester for a total of 300 possible points for your reading records.

To Submit:

1. Go to Blackboard/Groups/Group Discussion.
2. Select the appropriate O.D. area.
3. Click on Create Thread.
4. Compose the Subject Line (as shown above).
5. Copy and Paste Reading Record Template into the text box.
6. Submit.