

Grading

The Reading Program is made up of three major components:

- ↻ **Independent Reading**
- ↻ **Literature Response**
- ↻ **Skills**

While grading is ultimately the teacher's decision, all three of these components need to be present in grading practices.

Independent Reading:

Independent reading is intended to encourage a love of reading and the reading of a wide variety of novels, short stories, articles, poems, and other materials. For schools using Accelerated Reader, students should be encouraged and expected to select and explore books and other reading materials outside of this program.

Students need to be held accountable for what they say they have read. Therefore, they should provide more than a simple listing of their pages or book titles. In order to ensure that students are reading independently, teachers should monitor on an on-going basis through various means such as:

- reading response journals,
- teacher-student conferences,
- Accelerated Reader tests,
- book talks, and/or
- teacher observation.

Literature Response:

The intent of Literature Response is to allow students to apply the skills they have been learning to the novel or story they are reading. Literature Response activities offer opportunities for students to have fun and be creative with their responses to literature and meet their diverse learning styles. Literature Responses may include:

- story mapping,
- project cubes, and
- collages.

See pages 7 – 10 in the “**Responding to Literature**” section of the *Reading Teacher Resource Book* for many other ideas for creative responses.

Skills:

The reading program includes many resources and opportunities to instruct students in the various skills and strategies needed to improve reading proficiency and achievement. Skills instruction includes:

- vocabulary development,
- SRA,
- Specific Skills and/or Multiple Skills,
- Be A Better Reader, and
- Making Sense.

It also requires direct instruction in comprehension skills such as:

- finding main idea,
- distinguishing fact and opinion,
- recognizing story elements, and
- drawing conclusions.