



**UNIVERSITAS NEGERI SURABAYA  
FACULTY OF LANGUAGES AND ART  
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**Document Code**

**LESSON PLAN**

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
ACTIVE READING			2	2	
<b>AUTHORIZATION</b>	<b>Lesson Plan Developer</b>		<b>Course Cluster Coordinator</b>		<b>Head of Study Programme</b>
	Nur Fauzia		Nur Fauzia		Him'mawan Adi Nugroho
<b>Learning Outcomes (CP)</b>	<b>Programme Learning Outcomes (PLO)-Study Programme imposed on courses</b>				
	PLO 1	Demonstrating oral and written competencies equivalent to B2 CEFR level (PLO 1)			
	<b>Course Learning Outcomes (CLO)</b>				
	CLO 1	Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend nonfiction texts at intermediate level.			
	CLO 2	Apply logical, critical, systematic, and innovative thinking to respond to current intermediate level reading passages.			
	CLO 3	Comprehend nonfiction texts at intermediate level, decode rhetorical structures such as causation, comparison and contrast, definition, classification, and favored vs. unfavored opinions from authentic academic sources as well popular publications, and use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 4-7, technical and cultural terms related to the topic discussed.			
	CLO 4	Make use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a main point summary independently.			
	<b>Lesson Learning Outcomes (LLO)</b>				
	LLO 1	To apply skimming, scanning, outlining as pre-reading strategy			
	LLO 2	To identify main ideas & cause/effect of the reading passage			
	LLO 3	To apply annotating & highlighting as reading strategy			
	LLO 4	To find the perpetrator & point of view of reading passage			
	LLO 5	To categorize and interpret charts from reading passage			
	LLO 6	To describe trends and summarize information from reading passage			
LLO 7	To evaluate generalizations and understand analogies in reading passage				
LLO 8	To analyze and develop criteria from the reading				
LLO 9	To analyze advantages and disadvantages, ethics and values in reading passage				
LLO 10	To identify causes in the reading passage				
LLO 11	To synthesise information in the reading passage				

<b>Brief description of the course</b>	This course is designed to give students the opportunity to explore intermediate level authentic academic sources as well popular publications and decode rhetorical structures such as causation, comparison and contrast, definition, classification, and flavored vs. unflavored opinions. Vocabulary practices that target vocabulary from the Academic Word List (AWL) level 4-7, technical and cultural terms related to the topic discussed provide opportunities for students to interact with academic texts and help them acquire vital academic vocabulary. Topics covered in this course include physiology, psychology, film studies, neuroscience, anthropology, robotics and many more. All teaching-learning activities are conducted online through lecturing, discussion, writing and question-answer, both synchronously and asynchronously.
<b>Study Materials: Learning Materials</b>	•
<b>References</b>	<p><b>Main reference:</b></p> <ol style="list-style-type: none"> <li>_____. <a href="http://www2.open.ac.uk/students/skillsforstudy/active-reading.php">http://www2.open.ac.uk/students/skillsforstudy/active-reading.php</a>. Accessed on January 2021</li> <li>Richmond, Kent &amp; Cheryl Boyd Zimmerman. 2007. <i>Inside Reading 4 Student Book Pack: The Academic Word List in Context.</i> Hong Kong; Oxford University Press.</li> </ol> <p><b>Supplementary reading:</b></p> <ol style="list-style-type: none"> <li>Wyatt, Rawdon. 2012. <i>Check Your English Vocabulary for IELTS.</i> Great Britain; A &amp; C Black Publishers Ltd.</li> <li>Beatrice, S. M. &amp; Linda, J. 1996. <i>More reading power.</i> London: Longman.</li> <li>_____. <a href="https://www.victoria.ac.nz/lals/resources/academicwordlist">https://www.victoria.ac.nz/lals/resources/academicwordlist</a>. Accessed on January 2021</li> <li>Persepsi Diri Mahasiswa tentang Kemampuan dan Strategi Mencatat dalam Mata Kuliah Reading</li> </ol>
<b>Lecturer (s)</b>	Team
<b>Course requirements</b>	

Meet	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
1	To understand the nature of active reading	To be able to: <ul style="list-style-type: none"> <li>Describe the nature of active reading</li> <li>Discuss the importance SQ3R strategy</li> <li>Make active reading strategy checklist</li> </ul>	<ul style="list-style-type: none"> <li>Basic Course Outline</li> <li>The nature of active reading</li> </ul>	Discussion, Lecturing, Question-Answer	[1], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>Describing the nature of active reading from book 1</li> <li>Discussing the importance SQ3R strategy from video clip</li> <li>Working in a group making active reading strategy checklist</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
							<ul style="list-style-type: none"> <li>Presenting active reading strategy checklist</li> </ul>
2	To apply skimming, scanning, outlining as pre-reading strategy	<p>To be able to:</p> <ul style="list-style-type: none"> <li>Understand the target academic words related to Physiology</li> <li>Make use the target academic words related to Physiology</li> <li>Apply skimming, scanning, outlining as pre-reading strategy</li> <li>Identify specific information in reading passage</li> </ul>	<ul style="list-style-type: none"> <li>Academic words related to Physiology</li> <li>The Strength to Survive: Animal Olympics</li> <li>Were Humans Born to Run? Very Sleepy</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>Discussing the previous lesson</li> <li>Discussing the target academic words related to Physiology from book 2</li> <li>Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>Discussing and applying the target reading strategy; skimming, scanning, outlining as pre-reading strategy from book 2</li> <li>Checking the students' understanding of the reading from book 2</li> <li>Make use target vocabularies through various exercises from book 2</li> <li>Discussing the next lesson</li> </ul>
3	To identify main ideas & cause/effect of the reading passage	<p>To be able to:</p> <ul style="list-style-type: none"> <li>Identify main ideas &amp; cause/effect of the reading passage</li> <li>Identify specific information in reading passage</li> <li>Make use the target academic words related to Psychology</li> <li>Make use of information from reading passage to</li> </ul>	<ul style="list-style-type: none"> <li>Academic words related to Psychology</li> <li>May I Have Your Attention, Please</li> <li>You're Getting Very Sleepy</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>Discussing the previous lesson</li> <li>Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>Discussing and applying the target reading strategy; identify main ideas &amp; cause/effect of the reading passage from book 2</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		discuss topic related Psychology issues					<ul style="list-style-type: none"> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing topic related to Psychology issues</li> <li>• Discussing the next lesson</li> </ul>
4	To apply annotating & highlighting as reading strategy	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Understand the target academic words related to Film Studies</li> <li>• Annotate &amp; highlight reading passage</li> <li>• Identify specific information in reading passage</li> <li>• Make use the target academic words related to Film Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Academic words related to Film Studies</li> <li>• Movie Magic: From Gimmicks to FX</li> <li>• A Big Gorilla Started It All</li> <li>• (6) note taking</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> <li>• Discussing the target academic words related to Film Studies from book 2</li> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Discussing and applying the target reading strategy; annotating &amp; highlighting from book 2 and 6</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
5	To find the perpetrator & point of view of reading passage	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Understand the target academic words related to Music</li> </ul>	<ul style="list-style-type: none"> <li>• Academic words related to Music</li> <li>• The Power of Music: Why</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> <li>• Discussing the target academic words related to Music from book 2</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		<ul style="list-style-type: none"> <li>Find the perpetrator &amp; point of view of reading passage</li> <li>Identify specific information in reading passage</li> <li>Make use the target academic words related to Music</li> </ul>	<p>Does Music Move Us?</p> <ul style="list-style-type: none"> <li>Guitars: The Quest for Volume</li> </ul>				<ul style="list-style-type: none"> <li>Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>Checking the students' understanding of the reading from book 2</li> <li>Discussing and applying the target reading strategy; find the perpetrator &amp; point of view of reading passage from book 2</li> <li>Recycling target vocabularies through various exercises from book 2</li> <li>Discussing topic related to Music issues</li> <li>Discussing the next lesson</li> </ul>
6	To categorize and interpret charts from reading passage	<p>To be able to:</p> <ul style="list-style-type: none"> <li>Understand the target academic words related to Neuroscience</li> <li>Make use the target academic words related to Neuroscience</li> <li>Categorize and interpret charts from reading passage</li> <li>Identify specific information in reading passage</li> </ul>	<ul style="list-style-type: none"> <li>Academic words related to Neuroscience</li> <li>Sensory Perception: Virtual Odors?</li> <li>Pitch and Timbre</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>Discussing the previous lesson</li> <li>Discussing the target academic words related to Neuroscience from book 2</li> <li>Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>Discussing and applying the target reading strategy; categorize and interpret charts from reading passage from book 2</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
							<ul style="list-style-type: none"> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
7	Review meeting 1-6	Review meeting 1-6	Academic words from meeting 1-6	Discussion, Lecturing, Question-Answer	[2], ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lessons</li> <li>• Discussing the target academic words from meeting 1-6</li> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Discussing and applying the target reading strategy 2</li> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
8	USS	USS					USS
9	To describe trends and summarize information from reading passage	To be able to: <ul style="list-style-type: none"> <li>• Understand the target academic words related to Economics</li> </ul>	<ul style="list-style-type: none"> <li>• Academic words related to Economics</li> <li>• Boom and Bust: Economic Bubbles</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> <li>• Discussing the target academic words related to Economics from book 2</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		<ul style="list-style-type: none"> <li>• Make use the target academic words related to Economics</li> <li>• Describe trends and summarize information from reading passage</li> <li>• Identify specific information in reading passage</li> </ul>	<ul style="list-style-type: none"> <li>• Tulipomania</li> </ul>				<ul style="list-style-type: none"> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Discussing and applying the target reading strategy; describe trends and summarize information from book 2</li> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
10	To evaluate generalizations and understand analogies in reading passage	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Understand the target academic words related to Sociology</li> <li>• Make use the target academic words related to Sociology</li> <li>• Evaluate generalizations and understand analogies in reading passage</li> <li>• Identify specific information in reading passage</li> </ul>	<ul style="list-style-type: none"> <li>• Academic words related to Sociology</li> <li>• Blink</li> <li>• The Wisdom of Crowds</li> </ul>	Discussion, Lecturing, Question-Answer	[2], ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> <li>• Discussing the target academic words related to Sociology from book 2</li> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Discussing and applying the target reading strategy; Evaluate generalizations and understand analogies in reading passage from book 2</li> <li>• Checking the students' understanding of the reading from book 2</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
							<ul style="list-style-type: none"> <li>Recycling target vocabularies through various exercises from book 2</li> <li>Discussing the next lesson</li> </ul>
11	To analyze and develop criteria from the reading	<p>To be able to:</p> <ul style="list-style-type: none"> <li>Understand the target academic words related to Business</li> <li>Make use the target academic words related to Business</li> <li>Analyze and develop criteria from the reading</li> <li>Identify specific information in reading passage</li> </ul>	<ul style="list-style-type: none"> <li>Academic words related to Business</li> <li>Google: A Brief History</li> <li>Google Controversies</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>Discussing the previous lesson</li> <li>Discussing the target academic words related to Business from book 2</li> <li>Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>Discussing and applying the target reading strategy; analyze and develop criteria from book 2</li> <li>Checking the students' understanding of the reading from book 2</li> <li>Recycling target vocabularies through various exercises from book 2</li> <li>Discussing the next lesson</li> </ul>
12	To analyze advantages and disadvantages, ethics and values in reading passage	<p>To be able to:</p> <ul style="list-style-type: none"> <li>Understand the target academic words related to Robotics</li> <li>Make use the target academic words related to Robotics</li> <li>Analyze advantages and disadvantages, ethics and values in reading passage</li> </ul>	<ul style="list-style-type: none"> <li>Academic words related to Robotics</li> <li>Modeling Nature: Robots 'R' Us</li> <li>The Swarm Bots Are Coming; Bye Swarm Bots,</li> </ul>	Discussion, Lecturing, Question-Answer	[2], ppt	100'	<ul style="list-style-type: none"> <li>Discussing the previous lesson</li> <li>Discussing the target academic words related to Robotics from book 2</li> <li>Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> </ul>



Meet	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		<ul style="list-style-type: none"> <li>Identify specific information in reading passage</li> </ul>	Hello, Swarmanoids				<ul style="list-style-type: none"> <li>Discussing and applying the target reading strategy; analyze advantages and disadvantages, ethics and values from book 2</li> <li>Checking the students' understanding of the reading from book 2</li> <li>Recycling target vocabularies through various exercises from book 2</li> <li>Discussing topic related to Brain Food issues</li> <li>Discussing the next lesson</li> </ul>
13	To identify causes in the reading passage	<p>To be able to:</p> <ul style="list-style-type: none"> <li>Understand the target academic words related to Anthropology</li> <li>Make use the target academic words related to Anthropology</li> <li>Identify causes in the reading passage</li> <li>Identify specific information in reading passage</li> </ul>	<ul style="list-style-type: none"> <li>Academic words related to Anthropology</li> <li>The Mystery of Easter Island: Easter's End</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>Discussing the previous lesson</li> <li>Discussing the target academic words related to Anthropology from book 2</li> <li>Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>Discussing and applying the target reading strategy; identify causes e from book 2</li> <li>Checking the students' understanding of the reading from book 2</li> <li>Recycling target vocabularies through various exercises from book 2</li> <li>Discussing the next lesson</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
14	To synthesize information in the reading passage	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Understand the target academic words related to Anthropology</li> <li>• Make use the target academic words related to Anthropology</li> <li>• Synthesize information in the reading passage</li> <li>• Identify specific information in reading passage</li> </ul>	<ul style="list-style-type: none"> <li>• Academic words related to Anthropology</li> <li>• A Monumental Collapse</li> </ul>	Discussion, Lecturing, Question-Answer	[2], ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> <li>• Discussing the target academic words related to Anthropology from book 2</li> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Discussing and applying the target reading strategy; synthesize information from book 2</li> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
15	Review meeting 9-15	Review meeting 9-15	Academic words from meeting 9-15	Discussion, Lecturing, Question-Answer	[2], ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lessons</li> <li>• Discussing the target academic words from meeting 9-15</li> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Discussing and applying the target reading strategy 2</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
							<ul style="list-style-type: none"> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
16	UAS	UAS					UAS

### A. Assessment Blue-print

No	Indicator	UTS		
		Type	Form	Instrument
1.	Identify specific information in reading passage	Written Assessment	Multiple Choice	<ul style="list-style-type: none"> <li>• Read this passage carefully and answer the questions that follow.</li> <li>• Mark each statement as <i>T</i> (true) or <i>F</i> (false) according to the information in the reading passage. (@2 points)</li> </ul>
2.	Make use the target academic words	Written Assessment	Multiple Choice	<ul style="list-style-type: none"> <li>• Choose the option that best completes each sentence. (@3 points)</li> </ul>
3.	Make inferences from the reading	Written Assessment	Multiple Choice	<ul style="list-style-type: none"> <li>• Read paragraph indicated again. Then select the one statement that can be most strongly inferred from each paragraph. (@3 points)</li> </ul>
4.	Apply outlining as whilst-reading strategy	Written Assessment	Essay	<ul style="list-style-type: none"> <li>• Complete this outline based on the text above. (@4 points)</li> </ul>
5.	Analyze the graph and chart in reading passage	Written Assessment	Essay	<ul style="list-style-type: none"> <li>• Use information from the chart to answer the following questions (@3 points)</li> </ul>

No	Indicator	UAS		
		Type	Form	Instrument
1.	Identify specific information in reading passage	Written Assessment	Multiple Choice	<ul style="list-style-type: none"> <li>Read this passage carefully and answer the questions that follow.</li> <li>Mark each statement as <i>T</i> (true) or <i>F</i> (false) according to the information in the reading passage. (@2 points)</li> </ul>
2.	Make use the target academic words	Written Assessment	Multiple Choice	<ul style="list-style-type: none"> <li>Choose the option that best completes each sentence. (@3 points)</li> </ul>
3.	Make inferences from the reading	Written Assessment	Multiple Choice	<ul style="list-style-type: none"> <li>Read paragraph indicated again. Then select the one statement that can be most strongly inferred from each paragraph. (@3 points)</li> </ul>
4.	Apply outlining as whilst-reading strategy	Written Assessment	Essay	<ul style="list-style-type: none"> <li>Complete this outline based on the text above. (@4 points)</li> </ul>
5.	Analyze the graph and chart in reading passage	Written Assessment	Essay	<ul style="list-style-type: none"> <li>Use information from the chart to answer the following questions (@3 points)</li> </ul>
6.	Analyze the sequence of information in reading	Written Assessment	Essay	<ul style="list-style-type: none"> <li>Use the sequence signals to complete these sequences in the proper time order</li> </ul>
7.	Record processes with flow charts	Written Assessment	Essay	<ul style="list-style-type: none"> <li>Complete the chart below (@3 points)</li> </ul>
8.	Summarize information from the reading	Written Assessment	Essay	<ul style="list-style-type: none"> <li>Essay. Write a short paragraph dealing with the question. Not more than 150 words. (25 points)</li> </ul>

## B. Rubric

### 1. Summary Writing Rubric

Points	Summary Rubric Description
<b>Excellent Summary</b> <b>76-100</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> The main idea is clearly stated in the first sentence.</li><li><input type="checkbox"/> All key details are included.</li><li><input type="checkbox"/> Uses own wording - avoids copying phrases and sentences from the text.</li><li><input type="checkbox"/> Has detailed sentences that link to main idea in logical order.</li><li><input type="checkbox"/> No spelling or grammar errors.</li><li><input type="checkbox"/> Correctly written works cited section.</li></ul>
<b>Satisfactory Summary</b> <b>51-75</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> The main idea is stated in the first sentence.</li><li><input type="checkbox"/> Most important details are included.</li><li><input type="checkbox"/> Uses mostly original language. Avoids copying phrases and sentences.</li><li><input type="checkbox"/> Detail sentences are logically linked.</li><li><input type="checkbox"/> Few mechanical errors.</li><li><input type="checkbox"/> Correctly written works cited section.</li></ul>
<b>Below Average Summary</b> <b>26-50</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> The main idea is vague and hard to locate.</li><li><input type="checkbox"/> Some important details may be missing.</li><li><input type="checkbox"/> Copies some phrases and sentences.</li><li><input type="checkbox"/> Detail sentences lack logical organization.</li><li><input type="checkbox"/> Has mechanical errors.</li><li><input type="checkbox"/> Incorrectly written works cited section.</li></ul>
<b>Ineffective Summary</b> <b>0-25</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> The main idea is unclear.</li><li><input type="checkbox"/> Details are sketchy.</li><li><input type="checkbox"/> Disorganized details, randomly presented.</li><li><input type="checkbox"/> Many copied phrases and sentences.</li><li><input type="checkbox"/> Many mechanical errors.</li><li><input type="checkbox"/> Incorrect, incomplete or absent works cited section.</li></ul>

## 2. Reading Group Discussion Rubric

Reading Group Discussion Rubric				
Criteria	Does Not Meet 0-25 pts	Progressing 26-50 pts	Meets 51-75 pts	Exceeds 78-100 pts
<b>Prepared for Discussion</b>	Not prepared for discussion; forgets materials; does not pay attention to reading	Prepared for discussion with appropriate basic materials, but may be missing some of the required materials or knowledge to have a successful discussion	Prepared for discussion with all appropriate materials including understanding of passages that have been read or assigned. Ready to have a successful discussion	Prepared for discussion with all appropriate materials including clearly marked passages and thoughtful journal entries ready to have a successful discussion
<b>Contribution to Discussion</b>	Rarely contributes to discussion or contribution to discussion is off topic or does not make sense.	Contributes to discussions occasionally or when prompted; contributions are related to the novel, but not fully developed. Does not refer to examples from the text.	Contributes to discussions often; contributions refer to examples and scenes from the novel, shows understanding of character development, plot, predictions, and connections.	Contributes to discussions often and effectively; contributions show deep understanding of character development, plot, predictions, and connections.
<b>Staying on Task</b>	Rarely listens or responds to group members	Sometimes listens and responds appropriately, occasionally asks questions or shares ideas	Listens and responds adequately (volunteers in discussion, discusses unknown words, asks questions, builds on other's comments, makes connections, discusses literary elements)	Listens and responds thoughtfully (often reads journal entries or marked passages, discusses unknown words, asks questions, builds on other's comments, makes connections, discusses literary elements)
<b>Language/Vocab in context</b>	Rarely uses vocabulary related to the story and standards.	Sometime uses vocabulary related to the story and standards.	Adaquately uses vocabulary related to the story and standards.	Thoroughly uses vocabulary from the book and standards.

## 3. Participation/Attendance Rubric

ATTENDANCE		PARTICIPATION	
CRITERIA	SKOR	CRITERIA	SCORE
More than 12	60	More than 12	40
11,12	50	9,10,11,12	30
9,10	40	5,6,7,8	20
7,8	30	3,4	10
Less than 7	20	0,1,2	5

