

Valley New School
**Literature Credit &
Lifelong Learning**

Literature Credit Plan
Literature Credit Proposal
Lifelong Learning



Literature Credit Plan

*Your VNS Literature Plan should be a comprehensive plan for the entire year that you will follow during reading time. Regardless of what you pick, it is important for you to document your daily progress. Logged hours MUST be accompanied by reflective excerpts for each entry in order to be counted towards credit. At least **one literature product** must be submitted. The product could pertain to a single book or several books read throughout the year. Literature Credit Plans must be approved by an advisor by October 1.*

Below are possible Literature Credit Plan ideas that could add cohesion to what you choose to read:

Accelerated Reader - (a program similar to accelerated math) There are 400+ books aligned with a computer monitored reading program. Read the books, take quizzes that test comprehension, and correct them.

Form a Literature Circle - Read the same book(s) with a group of people. Get together on a regular basis (once per week) to discuss or do activities with the book.

Creative Book Analysis Format - Create your own process for summarizing books you read that allows you to develop reading analysis or vocabulary skills. This could include vocabulary development/exercises, graphic organizers, plot analyses, character analyses, etc.

Media Survey - Become informed on current events and reflect on them. Use advisor approved magazines and/or newspapers to stay updated on world issues.

Current Events Group - Read a variety of current events periodicals; meet and discuss once per week.

Literary Exchange Feasts - Students read different books, make a product describing the book, show products at a group feeding (pizza theme, breakfast, ice cream. . .).

Read Plays/Dramas Aloud - Act it out, memorize, or perform (scenes or whole play).

Poetry Group - Read or write poetry; create anthologies.

Genre Studies – Choose 3 genres to concentrate on for the year. Divide the year into three parts and focus on one genre each period.

Books on Tape - Listen and read along.

Read from a Predetermined List - Several lists exist of top librarian picks, college prep, classics, etc. See librarian. Pick a list of books with the same theme/subject.

Author Study - Read multiple books from the same author. Read reviews of the author and their work. Interview them?

Book Review Committee – Student group reads VNS library books and work together to make a binder of reviews available to all future students. Group members will also make book presentations to advisories and suggest books for purchase to add to the VNS library.

Battle of the Books- Teams of middle/high school students read from predetermined book list and compete online the last week of February.

Novel Project- Complete the Novel Project for the novel of your choosing. The Novel Project guides you through a deeper consideration of the major elements of a novel and a greater understanding and appreciation of the art of language. The Novel Project contains interactive exercises that allow you to read more closely and model some of your favorite passages from the book. See the librarian for a copy of the project guidelines.

Literature Credit Proposal

Name _____

Project _____

Possible activities may come from but are not limited to the "Literature Credit Plan" form attached.

Description of Activity

Outcomes/Products *(How will you document your participation and learning?)*

Reading Focus Skill:

Approval

Parent Signature _____ Date _____

Advisor Signature _____ Date _____

**Staple all evidence/documentation of learning and/or products to this form with a final analysis for this portion of the literature credit. Log your time and daily activities for this portion of your literature credit on the back of this form.*

Lifelong Learning Experiences

Describe this activity thoroughly

- Where did it take place?
- What did you do?
- Why did you engage in this activity?

Explain the learning that took place during this activity

- What problem or issue was addressed or could be addressed by participating in this activity?
- What did you learn?
- How did/will learning this help you or your community?

Assess the activity

- Did you like participating in the activity? Explain why or why not.
- Would you recommend it to other people? Explain why or why not?

Documentation

- Bring any pictures, brochures, agendas, handouts, and/or certificates related to this activity.

Guidelines

- Type in no larger than 12 point.
- Double-space.
- Run the spell check.
- Use a minimum of three fourths of a page.