Independent Novel Study

The final unit of this course is an independent novel study. If at any point you are unsure about what to do, you need to ask the teacher for help. **Excuses such as “you never told me,” “I was confused, or “I didn’t have time” will not be tolerated. It is your responsibility to complete the tasks and seek help when needed.**

**Part 1: Novel Selection**

We will have a book tasting in class. The classroom will be set up as a restaurant, snacks will be provided by the teacher, and you will select a novel appropriate for your grade and reading level. Read the first chapter ot be sure it is a novel that appeals to you. Once you have chosen your book, fill out the information below:

|  |  |
| --- | --- |
| **Novel Title:** |  |
| **Author:** |  |
| **Author Bio:**(research and take notes about your author’s life.)Make sure you fill up the space that is provided.  |  |

**Author’s Bio - Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 1 (50-59%)** | **Level 2 (60-69%)** | **Level 3 (70-79%)** | **Level 4 (80-100%)** |
| Bio provides information about the author’s childhood, education, adulthood, awards, and publications (where applicable), and is paraphrased with a **limited degree** of effectiveness  | Bio provides information about the author’s childhood, education, adulthood, awards, and publications (where applicable), and is paraphrased with **some** effectiveness  |  Bio provides information about the author’s childhood, education, adulthood, awards, and publications (where applicable), and is paraphrased with **considerable** effectiveness  | Bio provides information about the author’s childhood, education, adulthood, awards, and publications (where applicable), and is paraphrased with a **high degree** of effectiveness |

**Comments:**

**Part 2: Vocabulary**

As you read your novel, make a list of words that you come across that are unfamiliar to you. When you have finished reading the novel, choose **one** of the following activities to complete. Include a title, and any necessary headings.

1. **Create a Crossword**  - Choose at least 15 words that you don’t know the meaning of. Provide a clue for each word and the answer key. In the answer key, you must include the page number from which the word was found.
2. **Create a Thesaurus** - Select at least 15 words that you don’t know the meaning of. Write the sentence from the book, including quotation marks and the page number. Bold the word that you don’t know. Below, rewrite the sentence, but find a synonym (or a few if you need to) to replace the bolded word. The words you change must go in square brackets. Here is an example:

“For an instant he wanted to gallop after him and shout a warning, but when Robb

vanished beneath the **portcullis**, the moment was gone” (p. 581, *A Game of Thrones*).

“For an instant he wanted to gallop after him and shout a warning, but when Robb

vanished beneath the [heavy gateway], the moment was gone” (p. 581).

1. **Interesting Words** - Identify at least 15 words from your novel and explain why you think each is interesting. Quote the page number for each word.

Rubric is on the following page

**Vocabulary - Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Level 1 (50-59%)** | **Level 2 (60-69%)** | **Level 3 (70-79%)** | **Level 4 (80-100%)** |
| **Knowledge & Understanding**Vocab selection | Simple selection of words.  | Somewhat simple selection of words | Good selection of words | Complex words are selected |
| **Thinking**ExplanationsDefinitions | Words are defined/explained with a limited degree of effectiveness | Words are defined/explained with some effectiveness | Words are defined/explained with considerable effectiveness | Words are defined/explained with a high degree of effectiveness |
| **Communication**Organization, use of title | Words are presented/organized with a limited degree of effectiveness | Words are presented/organized with some effectiveness | Words are presented/organized with considerable effectiveness | Words are presented/organized with a high degree of effectiveness |
| **Application**Spelling, punctuation, grammar, quotation marks, page number | Language conventions are used with a high degree of effectiveness | Language conventions are used with a high degree of effectiveness | Language conventions are used with a high degree of effectiveness | Language conventions are used with a high degree of effectiveness |

**Comments:**

**Part 3: Writing Task**

Choose **one** of the writing tasks below and write a well-developed 5 paragraph essay. Use examples and quotations to support your claims.

1. **Symbolism** - How is symbolism used in your novel to support the main theme(s)?
2. Often in a work of literature, a character is misunderstood by other characters. Select a character who is misunderstood. In a well-developed essay, explain why the character is misunderstood and why this misunderstanding is important to the work of literature
3. Discuss the ending of the novel. Explain precisely how and why the ending appropriately or inappropriately concludes the work.
4. **Character Evolution** - Explain how a character in the book changed from the beginning to end.

**Writing Task - Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Level 1 (50-59%)** | **Level 2 (60-69%)** | **Level 3 (70-79%)** | **Level 4 (80-100%)** |
| **Knowledge & Understanding**Of Content | Writing piece demonstrates a **limited** level of knowledge and understanding of content | Writing piece demonstrates **some**  knowledge and understanding of content | Writing piece demonstrates **considerable** knowledge and understanding of content | Writing piece demonstrates a **high level** of knowledge and understanding of content |
| **Thinking**Critical & Creative Thinking | Critical and creative thinking are used with a **limited degree** of effectiveness | Critical and creative thinking are used with **some**  effectiveness | Critical and creative thinking are used with **considerable**  effectiveness | Critical and creative thinking are used with a **high degree** of effectiveness |
| **Communication**Organization | Piece is organized with a **limited degree** of effectiveness | Piece is organized with **some** effectiveness | Piece is organized with **considerable** effectiveness | Piece is organized with a **high degree** of effectiveness |
| **Application**Language Conventions | Language conventions are used with a **limited degree** of effectiveness | Language conventions are used with **some** effectiveness | Language conventions are used with **considerable** effectiveness | Language conventions are used with a **high degree** of effectiveness |

**Comments:**

**Part 4: Book Talk (Oral Component)**

A Book Talk is an opportunity to share a book you have read with others. The previous tasks in this unit have prepared you for your book talk by helping you understand your novel in detail through connections, visualizations, questioning, analyzing, and/or transforming. Your task is to assemble a presentation to share and promote your novel, according to the following criteria. Your book talk can be live or be recorded and then presented.

You must address **all** of the following in your presentation:

1. Introduce the book in a creative way. Be sure to state the title, author, and the genre.
2. Briefly summarize the book without giving away the ending. Provide information that will make your audience want to read the novel too. Read aloud an interesting section.
3. Describe the main characters from the book. Who is the protagonist? Antagonist? Who Mention the various types of characters (using the character types handout from last unit) in your novel and the purposes they serve.
4. Describe the setting of the book. Tell us when and where the story takes place.
5. Make 3 connections to the novel (text-text, text-self, text-world).
6. Talk about the underlying message/themes within the novel.

Rubric is on the following page.

**Book Talk - Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Level 1 (50-59%)** | **Level 2 (60-69%)** | **Level 3 (70-79%)** | **Level 4 (80-100%)** |
| **Knowledge & Understanding**Of Content | Presentation demonstrates a **limited** level of knowledge and understanding of content | Presentation demonstrates **some**  knowledge and understanding of content | Presentation demonstrates **considerable** knowledge and understanding of content | Presentation demonstrates a **high level** of knowledge and understanding of content |
| **Thinking**Critical & Creative Thinking | Critical and creative thinking are used with a **limited degree** of effectiveness | Critical and creative thinking are used with **some**  effectiveness | Critical and creative thinking are used with **considerable**  effectiveness | Critical and creative thinking are used with a **high degree** of effectiveness |
| **Communication**Presentation Skills - tone, gestures, etc.  | Presentation skills are used with a **limited degree** of effectiveness | Presentation skills are used with **some** effectiveness | Presentation skills are used with **considerable** effectiveness | Presentation skills are used with a **high degree** of effectiveness |
| **Application**Required components | Instructions are used with a **limited degree** of effectiveness | Instructions are used with **some** effectiveness | Instructions are used with **considerable** effectiveness | Instructions are followed with a **high degree** of effectiveness |

**Comments:**