

Quarter Three Independent Reading Activity

After completing your independent reading book, you will complete a three-part assignment. Students will complete the same “appetizer” and “dessert” portion of the assignment, but will complete different “entrees” in that section of the assignment. For the “dessert” portion of the assignment students will write and deliver a brief (2 minute) presentation based on their book.

You will submit all three components, as separate documents, within the same Google Classroom assignment.

Appetizer

Why did you choose to read this text? What caught your interest? Explain. This should be typed in MLA format and must be a minimum of 800 words, and may be a maximum of 1200 words.

Entrée

Choose one of the following prompts:

- 1) Interview a Character/Figure. Compose six to eight questions to ask one of the main characters/figures from your book. In addition, write the character's/figures response to each question. The questions and answers should provide information that shows you read the book. Use text detail in your response.
- 2) Letter to the Character/figure. Write a letter to the main character/figure of your book asking questions, protesting a situation, and/or making a complaint and/or a suggestion. Use text detail in your response.
- 3) Looking Ahead. Write about one of the character's/figures lives twenty years from now. Use details from the book to explain how they reached that point.
- 4) Conflicts. Stories are made up; on conflicts and solutions. Choose three conflicts that take place in the story and give the solutions. Is there one that you wish had been handled differently? Explain. Use text details in your response.
- 5) What Did You Learn? Write a letter to the author discussing what you learned while reading your book. The summary might include factual information, something learned about people in general, or something you learned about yourself.
- 6) Theme. Write an essay discussing a) one possible theme (message) in

- the story, and b) how the author used the characters in the story to help develop/ express the theme. Be sure to include **text detail** (examples and lines from the story to help support your ideas).
- 7) Authors Purpose. What was the author's purpose or motive in writing this text? Write a letter to the author in which you a) explain what the author's motive/ purpose was in writing the story, b) explain if you learned anything as a result of reading the text, and c) identify and criticize potential authors bias. Be sure to include **text detail** (examples and lines from the story to help support your ideas).
 - 8) Envision. Draw three scenes from the book that stands out to you as being memorable or important, and that allowed you to form a clear mental picture in your head. On your visual write out the exact quote from the book that your drawing is based on, and in one paragraph per scene explain what about this passage allowed you to form a mental picture in your head.

Dessert

Sell it! Pretend to be a publicist for the book you have just read. **Write, and then deliver a two-minute speech (MAX)** that will either *persuade others why they should or should not read your book*. In your explanation you may want to discuss the plot, setting, theme, characters, and conflict/resolution.

In your speech you will read an exciting, interesting, amusing, or uninteresting passage from your book. You will create a visual on computer paper that contains the title, author, theme, conflict, setting and author's purpose. You are encouraged to add an illustration to your visual.

Your projects will be due to **Google Classroom** by 11:59pm on Wednesday **March 6th, 2019**. Presentations will take place on March 8th.

In addition to the final project, you will complete a reading schedule and submit it to Miss K before February 1st. Almost every Friday will be committed to you reading in class and meeting with me to check in on your progress.

Quarter Three Reading Schedule

Date of Check In	Weekly Reading Goal	Major Events During the Week	Accomplished?	Notes
February 1st				
February 8 st				
February 15 th				
March 1 st				

Appetizer

	5	3	1
Response to Directions	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea.	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea.	The response is related to the topic but may demonstrate little to no awareness of the purpose, audience, and task; and it may have little or no controlling idea.
C.E.E.	Student uses CEE/ACE to create clear claims, use evidence, and explain how it supports their claim(s).	Student sometimes uses CEE/ACE to create clear claims, use evidence, and explain how it supports their claim(s).	Student barely uses CEE/ACE to create clear claims, use evidence, and explain how it supports their claim(s).
MLA Format	Student had an MLA header with page numbers and a works cited page.	X	Student did not have an a MLA header with page numbers and a works cited page.
Word Count	Student was within the word count.	X	Student was not within the word count.
GUM	The response demonstrates an adequate command of basic conventions.	The response demonstrates a partial command of basic conventions.	The response demonstrates a lack of conventions, with frequent and severe errors often obscuring meaning.
Submission	Submitted to both Google Classroom & TurnItIn.com on time.	Submitted of either Google Classroom or TurnItIn.com on time.	Submitted to neither Google Classroom or TurnItIn.com on time.

Total Appetizer: _____

Dinner

	5	3	1
Response to Directions	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea.	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea.	The response is related to the topic but may demonstrate little to no awareness of the purpose, audience, and task; and it may have little or no controlling idea.
C.E.E.	Student uses CEE/ACE to create clear claims, use evidence, and explain how it supports their claim(s).	Student sometimes uses CEE/ACE to create clear claims, use evidence, and explain how it supports their claim(s).	Student barely uses CEE/ACE to create clear claims, use evidence, and explain how it supports their claim(s).
GUM	The response demonstrates an adequate command of basic conventions.	The response demonstrates a partial command of basic conventions.	The response demonstrates a lack of conventions, with frequent and severe errors often obscuring meaning.
Submission	Submitted to both Google Classroom & TurnItIn.com on time.	Submitted of either Google Classroom or TurnItIn.com on time.	Submitted to neither Google Classroom or TurnItIn.com on time.

Total Dinner: _____

Dessert

	5	3	1
Persuasion	Student successfully uses persuasive techniques to encourage their audience members to read the book they are presenting.	Student uses persuasive techniques to encourage their audience members to read the book they are presenting.	Student uses minimal persuasive techniques to encourage their audience members to read the book they are presenting.
CEE	Student uses CEE/ACE to create clear claims, use evidence, and explain how it supports their claim(s).	Student sometimes uses CEE/ACE to create clear claims, use evidence, and explain how it supports their claim(s).	Student barely uses CEE/ACE to create clear claims, use evidence, and explain how it supports their claim(s).
Body Language	Student uses a clear speaking voice, minimal notes, does not fidget, and dresses to impress during their presentation. It is clear that they have practiced a lot.	Students reads off some of their notes, has a clear speaking voice, may fidget a little, and dresses to impress during their presentation. It is clear they have practiced some.	Student reads directly off their notes, does not make eye contact, fidgets, and/or does not have a clear speaking voice. They are not dressed to impress for their presentation. It is not clear they have practiced.
Visuals	Student creates a visually exciting presentation that aims to persuade the audience.	Student adds some interesting touches to the presentation with the aim to persuade the audience.	Student includes visuals but they do not add to the persuasive manner of the presentation.
Time Limit	Student is within the time limit.	X	Student is not within the time limit.
Submission	Submitted to both Google Classroom & TurnItIn.com on time.	Submitted of either Google Classroom or TurnItIn.com on time.	Submitted to neither Google Classroom or TurnItIn.com on time.

Total Dinner: _____

Final Grade: _____
