1st Quarter Independent Reading Project List

DUE: October 31, 2008

A brief summary will be due Tuesday, September 23. In a paragraph, you will tell me what book you chose, along with which 2 projects you will be completing. Also include any questions you have about the assignment.

This quarter you must read a book of your choice that is age-appropriate and at least 200 pages.

Once you have completed your IR book, you must select one project from Group A and one project from Group B, for a total of TWO projects from the list to demonstrate your completion and understanding of the reading. This project will require considerable time to achieve a quality product, so plan ahead and do not wait until the last minute to complete the assignment. Remember, IRP is due on October 31, 2008. In order to be graded your name and the title of your book must be clearly written on your projects.

Choose one project from Group A and one project from Group B. You will have two projects in total.

**Group A**

1. Take the role of a book reviewer and review your book. Model your review after actual book reviews. Discuss and critique the plot, the characters, the ending (while not giving it away), use of literary devices (symbols, foreshadowing, dialect, irony, figurative language, etc.), other books by the author, overall opinion, etc. Your review should be at least two full pages in length.

2. Tell your thoughts and feelings about something that happened in the reading or something about one of the characters in the reading. How does an event or a person remind you of something in your experience or life? How does it relate? Be sure to include specific events from both the book and your own life. Your essay should be at least two full pages in length and follow essay format (intro, body, conclusion).

3. Write a FULL (physical, emotional, relational) description of three of the characters in the book. Minimum 8 sentences per character. Draw a detailed portrait in color to accompany each description.

**Group B**

1. Build a timeline for the major events in the story, focusing on at least twelve incidents. Highlight the initial conflict(s), climax, and resolution of the story in some way. Be sure that the action is accurately placed and that the time between events is indicated neatly. The timeline should include graphics and color.

2. Write a minimum 2-page sequel, prequel or new ending to your book. While completing this task, try to imitate the author’s writing style in your own writing.

3. Create a newspaper for your book. Summarize the plot in one article, cover the weather in another, do a feature story on one of the more interesting characters in another. Include an editorial and a collection of ads that would be pertinent to the story. This should be at least three pages in length and mirror the format of a newspaper.
4. Create a PowerPoint presentation for your school in hopes to persuade them to require students to read your book. Your presentation must include graphics and sounds. Discuss conflicts, themes and characters. Provide information for the school system to research to further research the book.

5. Film a “book preview” about your novel. Model this after movie previews you see in the theater. This may be live-action or animated. You are trying to persuade people to go buy this book!

6. Make a scrapbook of pictures that represent the scenes and/or characters in your book. **Under each picture, write a brief (2-3 sentences) description of the scene or character.** You must include at least 6 pages, in the order they occurred in your book, in your scrapbook. Remember, scrapbooks include mementos such as photos, stickers, souvenirs, postcards, etc.

**Projects are not limited to these ideas. If you have any of your own, run them by me first**

A paragraph is identified by 5 or more complete sentences. Make sure to check capital letters, punctuation, and spelling. All writing needs to be typed in size 14 font or smaller and double-spaced.

### Independent Reading Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Emerging</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originality / Effort</td>
<td>Product shows a large amount of original thought. Ideas are creative and inventive. Excellent amount of effort.</td>
<td>Product shows some original thought. Work shows new ideas and insights. Good amount of effort.</td>
<td>Uses other people’s ideas (giving them credit), but there is little evidence of original thinking. More effort is needed.</td>
<td>Uses other people’s ideas, but does not give them credit. No evidence of original thinking. Little to no effort devoted to work.</td>
</tr>
<tr>
<td>Content</td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
<td>Includes essential information about the topic, but there are 1-2 factual errors and/or information is vague.</td>
<td>Content is minimal OR there are several factual errors.</td>
</tr>
<tr>
<td>Completeness</td>
<td>All aspects of the project are completed, with additional information or touches.</td>
<td>All aspects of the project are completed.</td>
<td>Many aspects of the project are completed.</td>
<td>Some or few aspects of the project are completed.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No misspellings or grammatical errors.</td>
<td>Three or fewer misspellings and/or mechanical errors.</td>
<td>Four misspellings and/or grammatical errors.</td>
<td>More than 4 errors in spelling or grammar.</td>
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</tbody>
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