

## Oral Report Guidelines

Goal: You are selling the book to your classmates in 4-6 minutes.

The report should be set up in the following way (1 index card per bullet):

- Book title, author, and number of pages
- Genre (realistic or historical fiction, biography, mystery, fantasy...)
- The setting of the story - include date and information on location
- The main characters (1-3) and brief description of personality and their importance to the story
- The main conflict and the resolution (you may leave the resolution out if you feel it may spoil the ending for others)
- The theme or life lesson
- Your opinion of the book including recommendations of what types of readers might find the book interesting
- Explanation of visual and anything else students might find interesting about the book
- At the end you must ask audience if they have any questions

You must also have a visual to accompany the report. It should include/be:

- Large enough for the entire audience to be able to see
- Title and author
- Must have some obvious connection to the story
- Should reflect thought and effort
- Examples include: poster, replica of some aspect of book (mini log cabin, small sailboat), items of relevance to the plot/character, a map, or whatever is appropriate (ex. no packs of cigarettes for The Outsiders)

You will be graded on the following: followed directions, included all the information requested, spoke loudly and clearly, did not read straight from the cards, maintained eye contact with audience, answered questions politely, stood up straight without fidgeting or giggling, kept report at reasonable length (between 4-6 minutes), enthusiastically "sold" the book, quality of visual, and general knowledge of the book.

If you are unsure of yourself or need help, please ask!!!!

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Presentation Rubric – Independent Reading

	<b>Proficient with Distinction 4</b>	<b>Proficient 3</b>	<b>Partially Proficient 2</b>	<b>Substantially Below Proficient 1</b>	<b>Little or No Progress</b>
<b>Task Completion ( x 4)</b>	The student clearly defines the topic, main idea and its significance. Demonstrates mastery of content. If applicable, accurate and appropriate response to questions.	The student defines the topic and explains main idea to audience. Demonstrates comprehension of content. If applicable, effective response to questions.	Student attempts to define the topic and main idea. Demonstrates some comprehension of topic. If applicable, minimal response to questions.	Student makes little to no attempt to define the topic and main idea. Demonstrates little to no comprehension of topic. If applicable, inaccurate responses or no response to questions.	Insufficient Evidence
<b>Organization ( x 3)</b>	Presentation has clear and original introduction and an exceptional conclusion. Smooth transitions between key points. Use of note cards or other aid.	Presentation opens with a clear introduction and conclusion. Student uses transitions between key points. Use of note cards.	Presentation contains a clear introduction and conclusion. Some use of transitions between key points. Some use of note cards.	Presentation lacks clear introduction and/or conclusion. Weak or awkward transitions. No evidence of preparation or use of note cards.	
<b>Language Use ( x 1)</b>	Words used are sophisticated and appropriate for context and audience. Mastery of grammar usage.	Words are appropriate for context and audience. Effective use of grammar.	Words are generally appropriate for context and audience. Numerous grammatical errors.	Inappropriate word use for this topic. Does not connect to context or audience. Grammatical errors impede understanding.	
<b>Delivery of Speech ( x 2)</b>	Student maintains eye contact and effectively uses body language to engage audience and convey information. Entire speech delivered with clarity and with suitable volume and pace. If required, exceptional use of visual aid.	Student generally maintains eye contact and uses body language to engage audience and convey information. Entire speech delivered with clarity and with suitable volume and pace. If required, exceptional use of visual aid.	Student loses focus and eye contact with audience, body language may be distracting. Parts of speech are unclear; volume or pace is ineffective. Ineffective use of required visual aid.	Student does not make attempt to maintain eye contact, intrusive body language (rocking, slouching, looking at floor, chewing gum). Difficult to hear or understand – too soft or too fast/slow. Ineffective use of visual aid.	
<b>Totals:</b>					<b>Total Score: ... /40</b>

Five Paragraph Essay Book Report

Paragraph 1 : Introduction

(Begin with a hook) \_\_\_\_\_

(Title underlined) \_\_\_\_\_ by (author) \_\_\_\_\_

is a (type of story/genre) \_\_\_\_\_ which takes  
place (setting) \_\_\_\_\_

This (descriptor about book) \_\_\_\_\_

is about (main character with a brief description) \_\_\_\_\_

\_\_\_\_\_ who (state basic conflict/problem) \_\_\_\_\_

Paragraphs 2,3, and 4

Choose three (3) out of the nine (9) questions to answer in paragraph form

1. What is the title of your book and what is its significance in relation to the story?
2. Who is/are the main characters in your novel? Be sure to include several characteristics and explain how each character was important to the story.
3. How would you describe the setting of your book? Create a picture for the listener using details.
4. What do you believe the main conflict in the story is? Explain. How was it resolved?
5. What theme do you think the author was trying to express through this book? Explain using examples.
6. What do believe to be the most significant event from this story and why? Explain.
7. Please describe a TT, TS, or TW connection that you were able to make while reading this novel. Give examples.
8. What would be your recommendation to other students about this book? Give details.
9. Choose the 2 or 3 most significant quotes from the reading and describe why you feel they are so important to main ideas in novel.

Paragraph 5: Concluding Paragraph

Sum up your ideas about the story. Include your opinion of the book and whether you would recommend to another 8<sup>th</sup> grade student. Try to leave the reader thinking. Be sure to give your concluding paragraph a sense of completion. This does not mean ending the paragraph with a sentence such as, "This is the end of my summary."

**Cover page**  
must include  
book  
title,author,  
your name,  
and class.

Essay must  
be typed,  
double  
spaced, 14  
font, times  
new roman.  
Must include  
rough draft.

**All essays need to include rough draft and show evidence of each of the steps in the writing process.**

## Literary Focal Point Rubric

	Proficient with Distinction		Proficient		Partially Proficient		Substantially below Proficient		Score				
Criteria #1 <b>Ideas /Depth of Response</b>	+	4	-	+	3	-	+	2	-	+	1	-	
	Ideas are clearly expressed; writing shows insight and great understanding.			Most ideas are expressed clearly; writing shows good understanding.			Ideas are somewhat expressed; writing shows some understanding.			Ideas are not expressed; writing shows little to no understanding.			
Criteria #2 <b>Support/ Elaboration</b>	+	4	-	+	3	-	+	2	-	+	1	-	
	Have chosen the most important, relevant, and specific events from the reading that clearly summarize reading and show great understanding			Have chosen important, relevant, and specific events from the reading. Shows good understanding			Have chosen few events to include in summary. Shows some understanding			No events are included in summary. Shows little to no understanding			
Criteria #3 <b>Organization</b>	+	4	-	+	3	-	+	2	-	+	1	-	
	Completely organized, smooth flow with strong sequence, and strong transitions. Planning box is completely filled.			Fairly well organized, flow and sequence evident, and some use of transitions. Planning box is mostly filled.			Shows little organization, and lacks sequence and transitions. Planning box is somewhat filled.			Not organized at all. Shows no signs of organization. Planning box is not completed.			
Criteria #4 <b>Conventions</b>	+	4	-	+	3	-	+	2	-	+	1	-	
	Shows mastery of spelling, punctuation, capitalization, and usage. No errors.			Has relatively few errors in spelling, punctuation, capitalization and usage. 1-3 errors			Has several errors in spelling, punctuation, capitalization and usage. 4-6 errors			Contains many errors in spelling, punctuation, capitalization and usage. 7- 9 or more errors.			
	4+	4	4-	3+	3	3-	2+	2	2-	1+	1	1-	Total
	100	95	90	89	85	80	79	75	70	69	65	60	

Student Name: \_\_\_\_\_ Total for all criteria \_\_\_\_\_ / 4 = Final Score \_\_\_\_\_

# IDEAS FOR INDEPENDENT READING PROJECTS

YOU MUST SELECT A DIFFERENT IDEA FOR EACH PROJECT. Feel free to come up with your own idea - BUT IT MUST BE APPROVED WITH THE TEACHER FIRST!! Do not forget to include the of the book, the author, and a 6-7 sentence summary with every project.

**DO NOT PLAGIARIZE - IF ANY WORDS, SUMMARY, OR INFORMATION IS NOT IN YOUR OWN WORDS, YOU WILL RECEIVE A ZERO AND BE REFERRED TO THE OFFICE.**

1. **DESIGN A BOOK JACKET** - It should include an attractive picture or cover design, a summary of the book, information on the author and illustrator, and information about other books by the author.
2. **WRITE THE DIARY A MAIN CHARACTER MIGHT HAVE WRITTEN** - Imagine you are the person in your novel. Write a diary for several days as he or she might have done capturing thoughts, actions, and emotions consistent with that character.
3. **COMPILE A MINI SCRAPBOOK** - Choose one of the major characters in your book. As that person, put together a scrapbook of special memories and mementos. Be true to the character. Include brief descriptions.
4. **DESIGN A COLLAGE** - The collage must reflect the mood of the book or an important character or event in the story. Include words with different print styles cut from magazines or newspapers and your own drawings. Use different colors, textures and materials to convey something special about the book. Include the title, author, and a brief explanation of the collage.
5. **CREATE A NOVEL GAME BOARD** - Create a detailed game board showing the turning points in the plot of the novel. Include: question cards, rules or directions, and all pieces necessary to play the game.
6. **PERSONAL TASTE** - Select one character from the book. Sketch and label what their bedroom might look like. Include items which fit their personality and time period including: clothes, movies, music, books, technology, sports equipment, style of furniture, and any other item which communicates something about them.
7. **DESIGN THE FRONT PAGE OF A NEWSPAPER** - Write one to three short news stories describing major events in your book. Include an attention getting headline. Be sure to write this in the 5W journalist style.
8. **MOVIE POSTER** - Design a large movie poster (no larger than poster board) advertising the book. Include attention grabbing headlines, critics' quotes, a list of stars and the characters they play, as well as other appealing visual materials to attract readers to the book. Go check out a few at the movies for ideas.
9. **TRADING PLACES** - Write a short paper (between 1  $\frac{1}{2}$  - 2 double spaced typed pages) explaining why you would or would not like to trade places with one of the characters in the novel. Support with specifics from the story.
10. **CREATE COMIC STRIP** - Change a scene or event into an illustrated comic with at least 10 squares. Use color, title, and dialogue. This can be completed by hand or on the computer using: [www.toondoo.com](http://www.toondoo.com)

# Independent Reading Rubric - Projects

Name: \_\_\_\_\_

Period & Date: \_\_\_\_\_

Expectation	Exceeds the Standard 4	Meets Standard 3	Nearly Meets 2	Below Standard 1
<b>Convey a Purpose</b>	<ul style="list-style-type: none"> <li>✓ Establishes a clear insightful topic</li> <li>✓ Skillful sense of audience</li> <li>✓ Maintains an insightful focus/controlling idea</li> </ul>	<ul style="list-style-type: none"> <li>✓ Establishes a topic</li> <li>✓ Sense of audience</li> <li>✓ Maintains a focus/controlling idea</li> </ul>	<ul style="list-style-type: none"> <li>✓ Attempts to establish a topic</li> <li>✓ Limited sense of audience</li> <li>✓ Some focus/controlling idea</li> </ul>	<ul style="list-style-type: none"> <li>✓ Topic unclear or incomplete</li> <li>✓ No sense of audience</li> <li>✓ Limited focus/controlling idea</li> </ul>
<b>Organize Ideas &amp; Concepts</b>	<ul style="list-style-type: none"> <li>✓ Project organized appropriately to topic - titles, headings, placement of information, illustrations</li> <li>✓ Selects appropriate information to set context</li> <li>✓ Includes engaging hook</li> <li>✓ Cites sources where needed</li> </ul>	<ul style="list-style-type: none"> <li>✓ Project organized appropriately to topic - titles, headings, placement of information, illustrations</li> <li>✓ Selects appropriate information to set context</li> <li>✓ Includes hook</li> <li>✓ Cites sources where needed</li> </ul>	<ul style="list-style-type: none"> <li>✓ Project somewhat organize to topic - titles, headings, placement of information, illustrations may be missing</li> <li>✓ Some information to set context</li> <li>✓ Includes attempt at hook</li> <li>✓ Source citation may be missing or incomplete</li> </ul>	<ul style="list-style-type: none"> <li>✓ Project not organized clearly to topic - titles, headings, placement of information, illustrations</li> <li>✓ Little or no appropriate information to set context</li> <li>✓ No clear hook</li> <li>✓ No source citation</li> </ul>
<b>Details/ Information &amp; Ideas</b>	<ul style="list-style-type: none"> <li>✓ Skillfully includes facts/details relevant to focus/controlling idea</li> <li>✓ Excludes all extraneous info.</li> <li>✓ Includes exceptional facts or details for depth of information</li> <li>✓ Makes clear connection between project and book</li> <li>✓ Includes all elements specified in directions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Includes facts/details relevant to focus/controlling idea</li> <li>✓ Excludes extraneous info.</li> <li>✓ Includes sufficient facts or details for depth of info.</li> <li>✓ Makes clear connection between project and book</li> <li>✓ Includes all elements specified in directions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Minimal facts/details relevant to focus</li> <li>✓ May include some extraneous information</li> <li>✓ Includes minimal facts or details</li> <li>✓ Makes some connection between project and book</li> <li>✓ Includes most elements specified in directions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Few facts/details relevant to focus</li> <li>✓ Includes extraneous info.</li> <li>✓ Includes insufficient facts or details for depth of info.</li> <li>✓ No clear connection between project and book</li> <li>✓ Includes some elements specified in directions</li> </ul>
<b>Word &amp; Illustration Choice</b>	<ul style="list-style-type: none"> <li>✓ Skillful use of precise words and pictures or visuals to communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>✓ The use of precise words and pictures or visuals to communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>✓ May include unclear words and pictures or visuals to communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Words and pictures or visuals may be confusing or inappropriate to focus</li> </ul>
<b>Voice</b>	<ul style="list-style-type: none"> <li>✓ Project indicates clear sense of audience</li> <li>✓ Reflects exceptional enthusiasm for book/topic</li> </ul>	<ul style="list-style-type: none"> <li>✓ Project indicates clear sense of audience</li> <li>✓ Reflects enthusiasm for book/topic</li> </ul>	<ul style="list-style-type: none"> <li>✓ Project indicates some sense of audience</li> <li>✓ Reflects some enthusiasm for book/topic</li> </ul>	<ul style="list-style-type: none"> <li>✓ Project indicates little sense of audience</li> <li>✓ Little enthusiasm for book/topic</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>✓ All parts of proj fit exceptionally well together to communicate a clear, unified message</li> </ul>	<ul style="list-style-type: none"> <li>✓ All parts of project fit together to communicate a clear unified message</li> </ul>	<ul style="list-style-type: none"> <li>✓ Most parts of project fit together to communicate a clear unified message</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parts of project do not fit together to communicate a clear unified message</li> </ul>
<b>Conventions &amp; Visual Appeal</b>	<ul style="list-style-type: none"> <li>✓ No noticeable errors in grammar, capitalization, punctuation and spelling</li> <li>✓ Is a finished piece that is neat, colorful and visually appealing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Few noticeable errors in grammar, capitalization, punctuation and spelling</li> <li>✓ Is a finished piece that is neat, colorful, and visually appealing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Some noticeable errors in grammar, capitalization, punctuation and spelling</li> <li>✓ Not a finished piece that is neat, colorful, nor visually appealing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Many noticeable errors in grammar, capitalization, punctuation and spelling</li> <li>✓ An unfinished piece that is visually unappealing</li> </ul>

Total: \_\_\_\_\_

Grade: \_\_\_\_\_