

## Intensive Reading 9

### Fiction Unit - Individual Project Guidelines

The following items **MUST** be in your completed fiction reading journal:

1. Explain the significance of the title (10-14 sentences). Authors do not choose a title randomly. Usually the title is symbolic in some way.
2. Character map of one main character from the story. You may do the map in whichever format you choose, however your map must tell us about the character in all three major ways: how the author describes the character, what the character does & says, and what other characters think and say about that character.
3. Answer the following question: What part of the novel you read was your favorite? Why? How would the book be different if you totally removed this part?
4. Write a letter to the author of the book. What would you like to tell him/her? Did you enjoy the book? Why or why not? What would you like to know that the book didn't quite tell you? Would you like to read more about the characters?

***You must choose 1 of the following projects to turn in with your completed fiction reading journal:***

1. Choose one scene from the story you read and create a visual representation of the setting. This can be a poster, shadowbox, diorama, etc. You cannot use clip art taken from a movie version of the story. This must be YOUR idea of how the setting looks.
2. Choose one of the characters from the story. (You may choose the same character you did your character map about.) Write a resume for that character. What are his/her skills? Accomplishments? What sort of goals do you think this character has? For resume writing assistance, please see Mrs. Pennington.
3. Does one of the characters from the story remind you of yourself? Or maybe they are totally opposite of you. Make a Venn Diagram or similar graphic organizer showing how you are alike and different from a character in the story. Then, write a 2-3 paragraph story telling what you think would happen if you were to meet this character. Would you get along? What would you talk about?
4. Write a rap or poem version of the book. Make sure to include the major events! Perform or read your poem to the class.
5. In double-entry journal style, copy 10 of your favorite phrase/sentences from the book and explain why you chose them and how they are important within the novel.
6. Scrapbook. Think about all the kinds of mementos you would put in a scrapbook if you were one of the characters from the book you just read. Then create a scrapbook for your character, cutting out pictures from magazines or drawing the mementos he or she would have in a scrapbook. Your presentation must cite evidence from the text to support your choices.

# Independent Novel Project

Teacher Name: **Mrs. Pennington**

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

CATEGORY	4	3	2	1
<b>Thinks about the story</b> <b>30%</b>	Student accurately describes what has happened in the story and does not give away the ending.	Student accurately describes what has happened in the story.	Student accurately describes most of what happened in the story.	Student has difficulty re-telling the story.
<b>Understands story elements</b> <b>30%</b>	Student knows the title of the story as well as the names and descriptions of the important characters. Can tell approximately when and where the story happened.	Student knows the names and descriptions of the important characters and where the story takes place.	Student knows the names OR descriptions of the important characters in the story.	Student has trouble naming and describing the characters in the story.
<b>Gives strong book recommendation</b> <b>20%</b>	Student gives an excellent recommendation of the book, including multiple books that are like it, guiding classmates who might be interested in the book.	Student gives a good recommendation of the book, including one or two books that are like it.	Student gives a good recommendation of the book, but includes no similar book titles.	Student gives a weak or no recommendation of the book.
<b>Creativity</b> <b>10%</b>	Student's work is creative/imaginative. Student has obviously put a great deal of thought into the product and written it in an entertaining manner.	Student has put a good effort toward the product, which is presented in an entertaining fashion.	Student has put only minor thought into the product. The manner in which it is written is bland.	Student has put no thought into the creation of the product. The work was obviously done just to turn in a sheet of paper.
<b>Grammar/Mechanics</b> <b>10%</b>	No more than 2 errors in spelling, punctuation, and grammar.	Only 3-4 Spelling, grammar, and punctuation errors.	Only 5-6 errors in spelling, grammar, and punctuation.	Seven or more errors in spelling, grammar, and punctuation.