Independent Novel Study

# Expectations

For your Independent Novel Study, you must read a novel (which must be verified by your teacher) both in class and at home. You will then complete several parts included in this booklet – read all directions carefully as not every single thing must be done. Class time will be given for you to work on your projects.

It may take you a long time to read a novel. It is obvious that you will need more time to read the novel than will be given in class. **Therefore, you will be expected to read at home.**

Your responsibilities are simple. All you need to do is read your novel and be sure to get the assignments done by the due date (TBA). Make sure you READ DIRECTIONS CAREFULLY. You do not always need to do all assignments so careful reading is necessary. Keep this study neat and organized!

**DUE DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Part One: Element of Fiction Information

***Complete all*** of the following questions using full sentences. Review your SHORT STORY NOTES when completing this section.

1. Complete a title page for your independent novel study. You should include your name, the title and author of your novel and the date.
2. List ALL aspects of the setting, or draw a very detailed picture of the setting (if your final project is a map, see me about this part).

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1. What point of view (1st or 3rd) is your story written in?

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How does this point of view affect the story?

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1. On a separate piece of PLAIN paper, draw a picture of the protagonist according to the description in your novel and include at least 3 personality traits (Ie. Adventurous, Calm, Happy, Timid, Intelligent). Be sure to colour your drawing (You may choose to describe verbally or written, but note that great detail is required). IF YOU PREFER, you may choose to describe your character in great details on a separate piece of paper – please type.
2. Identify the type of conflict (person vs …) your protagonist faces:

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1. Explain the type of conflict your protagonist faces in 3 sentences.

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1. On a separate piece of paper, copy 4 quotes (could be the narration or dialogue) from the novel that would help describe the antagonist to someone who has never read the book.

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| --- | --- | --- | --- | --- | --- |
| **Category** | **Below Level 1** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge****&****Understanding** | Does not demonstrate knowledge of short story elements | Demonstrates limited knowledge of short story elements | Demonstrates some knowledge of short story elements | Demonstrates considerable knowledge of short story elements | Demonstrates strong knowledge of short story elements |
| **Thinking/Inquiry** | Does not analyze, interpret, or extend explicit meanings. | Analyzes, interprets, and extends explicit meanings with limited success. | Analyzes, interprets, and extends explicit meanings with moderate success. | Analyzes, interprets, and extends explicit meanings with considerable success. | Analyzes, interprets, and extends explicit meanings with a high degree of success. |
| **Communication** | Communicates ideas with very limited clarity, accuracy, and organization. | Communicates information and ideas with limited clarity, accuracy, and organization. | Communicates information and ideas with some clarity, accuracy, and organization. | Communicates information and ideas with considerable clarity, accuracy, and organization. | Communicates information and ideas with a high degree of clarity, accuracy, and organization. |
| **Application** | Does not use information and ideas from texts to complete tasks. | Uses explicit information from texts to complete tasks. | Uses explicit and some inferential information from texts to complete tasks. | Uses explicit and inferential information from texts to complete tasks. | Uses explicit and inferential information from texts to complete tasks in an insightful way. |

# Part Two: Reading Journal Assignment

Your task is to **complete 1 response** (double-spaced, typed, 11-12 point font, ¾ to 1 page each) to what you are reading. Be sure to check out the rubric on how I will be marking these journals!

 1. Describe an experience you (or someone else you know) had that was like the experience of a character in the book.

 2. Explain how a character in the book changed or is starting to change in the section you are responding to.

 3. Explain why you would like to have one of the characters as a friend.

4. Describe a feeling or emotion that you experienced as you were reading this section and what caused this feeling.

5. Write your opinion to a character’s action or reaction. What would you have done?

 6. Write about a connection to another book you have read (think of similar characters, plots, settings and themes.

 7. Make a prediction of what is going to happen next, once the book has finished.

 **Tip: Do not summarize the novel here but do give examples from the novel to back up your opinion or thought.**

# Reading Journal Rubric

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| --- | --- | --- | --- |
| **Category** | **Fully Meeting Expectations****5** | **Meeting Expectations****3** | **Not Meeting Expectations****1** |
| Ideas/Content    | Entries show evidence of reflection about what you’re reading and original ideas not summaries, or “stories.” You always attempt deeper thinking in your writing. | Entries include some reflection about what you’re reading original thoughts, but also lots of summaries, or “stories.” You usually attempt deeper thinking in your writing. | Entries do not show reflection about what you’re reading. Entries are confusing to read. |
| Evidence from novel. | Examples and references from the novel are provided in detail where necessary. | Examples and references from the novel are provided but more detail is often needed. | Not enough detail is included in examples from the novel to show the reader what part of the novel is being discussed. |
| Presentation   | Presentation is very clear. Journals are always double-spaced and neatly written or typed. A title is always included for each entry including the chapters or  pages. | Presentation is adequate. Journals are double-spaced and fairly neatly presented. Titles are usually included. | Presentation is not clear. Proper format has been attempted only. |
|  Fluency | Journals are always easy to read and understand. | Journals are mostly easy to read and understand. | Journals are often difficult to read and understand. |
| Quantity | All journal entries are one-page double-spaced (written) or half- a page typed (12 pt) or more. | One or two journals are not quite one-page. | Many journal entries are not the required length. |

     Note: A mark of 2 or 4 may be given and will be shown with a circle on the line.

                            Total mark:         /**25**

# Part Three: Project

*After you have finished your novel* ***choose one project*** *to complete. This project a chance to challenge your creative side and show what you learned, enjoyed, or pondered on as you were reading. Please let Ms. Gates know your project choice – all options* ***are posted on my website****.*

# Novel Study Final Project Rubric

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| --- | --- | --- | --- | --- |
| **Category** | **Fully Meeting Expectations****4** | **Meeting Most Expectations****3** | **Meeting Some Expectations****2** | **Not Meeting Expectations****1** |
| Ideas/ Content   (x2) | Ideas are clear, original and focused. An excellent understanding of the novel is evident. | Ideas are clear but information is general and predictable. A good understanding of the novel is evident. | Ideas are clear but more information is needed. Minimal understanding of the novel is evident. | Ideas are unclear, little information is given. Minimal understanding of the novel is evident. |
| Provides Evidence(x2) | Connections and opinions supported with evidence from the text and/or personal experience, showing insight and awareness for ideas, text features, and/or language. | Supportive evidence from the text and/or personal experience, showing surface-level understanding. | Evidence offered, but shows limited understanding of ideas, specific text features, and/or language. | Does not identify any questions in relationship to the text. |
| Organization   | Organization is very clear.  Proper format for type of project chosen has been used. | Organization is adequate. Proper format for type of project chosen has mostly been used. | Organization is not clear. Proper format has been attempted only. | Severe lack of organization. Affects ability to understand project. |
| Word Choice   | Imagery and verbs are strong. Specific and accurate words are used to convey meaning. | Good word choice. Verb usage and descriptive words are used well. | Language is functional.  Writer uses familiar words and few energetic verbs.  | Language is functional.  Writer uses familiar words. |
| Conventions | Grammar and usage are correct and contribute to clarity. Punctuation is correct and paragraphing adds to organizational structure. | Grammar and usage are correct.  Paragraphing may create problems.  Spelling and punctuation are correct. | Some usage, grammar, or paragraphing problems exist.  Spelling and end-of-sentence punctuation are almost always correct.  Punctuation is sometimes  incorrect or missing. | Grammar, or paragraphing problems exist.  Spelling and end-of-sentence punctuation are almost always incorrect.  Punctuation is usually incorrect or missing. |
| Presentation | The project displays considerable effort and creativity. | The project displays effort and creativity. | Some effort is displayed but no creativity is evident. | Little effort or creativity is evident. |

Final mark: /32

Comments: