**INDEPENDENT NOVEL PROJECT OL – Due \_\_\_\_\_\_\_\_\_**

“There is more treasure in books than in all the pirate’s loot on Treasure Island”- Walt Disney

|  |  |
| --- | --- |
| **Task** | **Your task is to create an online book spotlight flyer that will inform future readers about your thoughtful response to the story you read, and to also complete a novel scavenger hunt.** |
| **Role** | Yourself as a member of our reading community. |
| **Audience** | Teacher and Classmates |
| **Product, Performance, and Purpose** | (1)You are designing a Book Spotlight Poster that focuses on the following: sentence structure, characters, plot development, important scenes, theme, and persuasive techniques. (2) You are also completing a sentence structure Scavenger Hunt.  |
| **Standards and Criteria for Success** | **Assignment 1: Book Spotlight Flyer** – Be creative! You will use [www.smore.com](http://www.smore.com) to create your spotlight. Your spotlights will be shared to entice your peers to read your book! You may create your own FREE account and SHARE your flyer by emailing it to me or printing it. Or, you may use:* [**www.smore.com**](http://www.smore.com)
* **Username/email:** **rtmspalermo@gmail.com**
* **Password: rtms**

Each student is placed on the honor code system that he/she will only edit his/her flyer. No student is allowed to edit another student’s work. Please respectful of others work and be proud of what YOU accomplish.On your flyer you must include the following:* + 1. The **title**, the **author**, and the **number of pages** in the book. Remember titles are underlined or in italics!
		2. Include a “**catch phrase**” on the poster.
		3. Provide a **brief summary** (min. of 5 sentences) of the **main characters**, **setting**, **events**, and **conflicts**.
		4. Include the **point of view**.
		5. Identify the **theme** of the story in 1-2 sentences.
		6. Discuss how you can **apply the theme to your life** in minimum of 5 sentences.

\*Theme is a message about life that you take away from the book* + 1. At least **one picture or collection of pictures** from **important scenes** or chapters.
* See rubric for Criteria for Success on revise side of this paper
 |
| **Checklist for Poster** | **\_\_\_\_ Title \_\_\_\_ Author \_\_\_\_ Page #s****\_\_\_\_ 5-8 sentence summary, including:** **\_\_\_\_ main characters \_\_\_\_ setting \_\_\_\_ events \_\_\_\_ conflicts** **\_\_\_\_ point of view****\_\_\_\_ 1-2 sent. for theme \_\_\_\_ Theme personal connection 5-8 sent.****\_\_\_\_ At least one picture/collection of pictures****\_\_\_\_ Catch phrase** |

**Name: Assignment 2: Sentence Structure Scavenger Hunt-**

**Complete at least 8 out of 10.**

1. **A simple sentence: page #\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **A compound sentence with a coordinating conjunction (ccc): page #\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **A compound sentence with a semicolon (;) : page #\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **A complex sentence: page #\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **A compound-complex sentence: page #\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **A sentence using a colon (:) : page #\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **A sentence with an appositive or appositive phrase: page #\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **A sentence with a noun in direct address: page #\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **A sentence with an adjective prepositional phrase: page #\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**10. A sentence with an adverb prepositional phrase: page #\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Rubric: Book Spotlight Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Exceeding (90-100)  | Meeting (80-89) | Approaching (79-70) | Self Score | Teacher Score |
| Clearly Summarizes Book | * Well-written & clear summary of the book (approx. 5-8 sentences)
* Identifies book title, author, page numbers (correct format)
* Identifies main characters, setting, main events, conflicts, and point of view
 | * Somewhat clear summary
* May not include an important part of the summary (missing information about setting, conflict, or point of view)
 | * Summary is too brief—only 2 or 3 sentences
* Summary does not include several important pieces of information—characters, events, conflicts, setting, point of view
 |  |  |
| Important scene | * At least one drawing/collection of a significant scene in the story or chapter
* Unique, neat, and creative drawing or collection of drawings
 | * May not include a significant scene or chapter
* Rushed, undone drawings or collection
 | * Does not include significant scene or no drawing
 |  |  |
| Theme & Personal Connection | * Accurately identifies and explains a specific theme to the story. (1-2 sent.)
* May provide examples to support theme.
* Well-written & clear descriptions that connect theme to personal life (5-8 sentences)
 | * Identifies a theme to the story but may be written as a main idea rather than the author’s message.
* Somewhat vague descriptions are included
 | * Unable to identify a theme to the story.
* May describe the theme as a one word topic (and not aligned with the author’s message about life)
* Personal connection is too brief—only 2 or 3 sentences
 |  |  |
| Catch Phrase  | * Clearly written and appealing “catch phrase”
 | * Somewhat clear “catch phrase”
 | * No catch phrase
 |  |  |
| Final Product: Organization and Mechanics | * All components are included on the poster
* Creatively designed and thoughtful effort
* The components are well organized on the poster
* Final poster is edited for mechanics and spelling errors
 | * One component may be missing.
* Somewhat thoughtful design and effort.
* Minor problems in organization
* May have a few minor problems with mechanics and spelling.
 | * 2 or more components missing.
* Rushed/lack of effort.
* Scattered organization
* Many problems with spelling & mechanics making it difficult to read.
 |  |  |
| Teacher comments: |  |  |  |  |  |