**Key Concepts:** Change and Characters

**Statement of Inquiry:** Over the course of a novel, characters undergo fundamental changes.

Over the summer, read any fiction book of your choice that is:

* At or above your reading level (Think of your MAP’s Reading scores and challenge yourself!)
* Fun for you to read

**After you read**, create a book cover for the novel you read on 9”x12” sized paper (like larger construction paper or a small poster board).

**On the left side**, write a summary of the entire book in one long paragraph. You can hand write this **very neatly** or **type it** and paste it on the paper. This paragraph should demonstrate your deep understanding of the book. Be sure to include:

* Description of the setting
* Descriptions of the main characters (protagonist and/or antagonist)
* Describe the main conflict and part of the resolution. However, do not give away the ending. Make people want to read the book themselves by what you write.
* Using quotation marks and **exact words from the book**, give a meaningful quotation from the book with a page number at the end of the summary.
* In one or two sentences explain what the quotation means underneath the quote.

**In the center**, write the name of the novel and the author, like on the spine of a book as you would see it on the shelf.

**On the right side**, create a cover for the book. Your cover should include:

* The title and author (Spell them correctly!)
* A creative picture of the climax of the book
* A 1 to 5 star rating of the book at the bottom of the page
* A sentence about why you rated the book as you did underneath the rating

**On the back**, write a paragraph or two with the following analysis of the book:

* **Examine** the Key Concepts of change and characters. (How is the idea of change reflected in the book? What do you understand about the main character or characters as people, such as personality, loves/hates, and beliefs?)
* **Examine** the Statement of Inquiry. (What fundamental changes happen to the main character or characters from beginning to end of the book?)

**Criterion A: Analyzing**

ii. **identify** and comment upon the creator’s choices

iii. **justify** opinions and ideas, using examples, explanations and terminology

**Command Terms**

**Identify:** Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

**Justify:** Give valid reasons or evidence to support your conclusions.

|  |  |  |
| --- | --- | --- |
| **Achievement****Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. | ii.iii.  |
| 1-2 | ii. provides **minimal** identification and comment upon the creator’s choicesiii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology |
| 3-4 | ii. provides **adequate** identification and comment upon the creator’s choicesiii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology |
| 5-6 | ii. provides **substantial** identification and comment upon the creator’s choicesiii. **sufficiently** justifies opinions and ideas with examples and explanations; uses **accurate** terminology |
| 7-8 | ii. provides **perceptive** identification and comment upon the creator’s choicesiii. gives **detailed** justification of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology |

Self-Assessment: ii iii

Reason for Self-Assessment:

Teacher Assessment: ii iii

**Criterion B: Organizing**

i. employ organizational structures that serve the context and intention

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| --- | --- | --- |
| **Achievement****Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | i. makes **minimal** use of organizational structures, though these may not always serve the context and intention |
| 3-4 | i. makes **adequate** use of organizational structures that serve the context and intention |
| 5-6 | i. makes **competent** use of organizational structures that serve the context and intention |
| 7-8 | i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** |

Self-Assessment:

Reason for Self-Assessment:

Teacher Assessment:

**Criterion C: Producing Text**

iii. select relevant details and examples to support ideas.

**Command Terms**

**Select:** Choose from a list or group.

|  |  |  |
| --- | --- | --- |
| **Achievement****Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | iii. selects **few** relevant details and examples to support ideas. |
| 3-4 | iii. selects **some** relevant details and examples to support ideas. |
| 5-6 | iii. selects **sufficient** relevant details and examples to support ideas. |
| 7-8 | iii. selects **extensive** relevant details and examples to support ideas. |

Self-Assessment:

Reason for Self-Assessment:

Teacher Assessment: