

## Semester 2 Independent Reading Project "Transformations" & "Coming of Age"

### Learning Targets:

1. I will explore additional fiction and nonfiction novels reflecting the themes we've discussed in second semester in order to complement class readings, while gaining exposure to new authors and texts.
2. I will compare and contrast novels with similar themes, structure, tone, purpose, and style.
3. I will strengthen my reading, discussion, and communication skills by participating in a "group interview" experience demonstrating my ability to negotiate rapid fire questions.

**Steps:** During this project, we will read books that represent the themes of third and fourth quarter: "Transformations" and "Coming of Age" – both reflective of our yearly exploration of "Who Am I?"

1. Select TWO books in which you have interest from the attached list, or suggest books of your own. You must have any selections that are not on the list approved by Dr. Hollingsworth within the next week in order to qualify. Any deviations from this selection must be re-approved. You may email for permission as well; print the email and attach to this sheet.

Proposed book title: \_\_\_\_\_ Teacher approval: \_\_\_\_\_

*(Remember – book selection is a decision governed by you and your parents – make sure you are in agreement regarding content, language, level of difficulty, etc. Many of these books suggest emotionally challenging ideas and imagery, so please be in communication with parents/teachers about your specific family-oriented needs and values).*

2. Come to class prepared for your "group interview" which will be held on \_\_\_\_\_. During this interview, you will be located in a large room with approximately 15 other students and two adult moderators. Standing before your audience, you will be "interviewed" for 4-6 minutes regarding your book and asked multiple questions by both adult moderators and by a student interviewer. You will be graded on your ability to answer questions in a thorough and eloquent manner, and by the evidence you provide demonstrating that you read both books.

This is an assessment grade for Quarter 4, and you will not have time/opportunity to redo, as the quarter will end, so be prepared and on time! 😊

## Book Interviews

Similar to an oral book report, you will participate in a “large group interview” with two adult moderators to help demonstrate the completion & understanding of your texts. This is your chance to show what you know through your oral communication skills. There is no way to know what your questions will be in advance, so the best way to prepare is to simply...read your books and thoughtfully evaluate some of the following questions. Some sample questions might include:

- Summarize the plot/events of the novel(s), citing general textual evidence where appropriate.
- What is one predominant theme?                      - Characterize a main character.
- What is the most important climactic moment of the text(s)?
- What clues in the story did you use to determine the place (setting) and the time the story took place?
- What did the author want you to think about the main character?
- Who are the protagonists and the antagonists?
- What is your favorite passage/section (etc.) Why?                      -Who is your favorite character and why?
- What is the significance of the title(s)? -Did the author achieve his or her purpose in writing this text?
- Is the writing effective, powerful, difficult, beautiful etc.? – How are these texts similar or different?
- Describe the writing style used by the author. Did you like it? Why/why not?
- What are the strengths and weakness of the book?                      -For whom is this book appropriate?
- For non-fiction texts, what are the author's qualifications to write about the subject? Do you agree with the author's arguments and conclusions?
- What is your overall response to the book? Did you find it interesting, moving, dull etc.?
- Would you recommend it to others? Why or why not?
- What genre is the text and why do you classify it as such?
- Compare the book to a TV program, movie, or another text that is similar.
- Compare and contrast this book's main character with a real person you know or with similar character in another book or compare and contrast the main conflict of this text with another text/event you know.
- What similarities and differences exist between this text and \_\_\_\_\_?

## Semester 2 Book Project

### Common Core State Standards for Speaking and Listening, Grade 8:

#### CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

#### CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

#### CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

	<b>Advanced – 4</b>	<b>Proficient – 3</b>	<b>Partially Proficient – 2</b>	<b>Unsatisfactory - 1</b>
Presenting findings	Reader communicates <b>clear, detailed examples</b> and answers that <b>reflect thoughtful and thorough</b> completion of texts	Reader communicates <b>basic answers</b> that <b>reflect an average understanding and analysis</b> of texts	Reader <b>struggled to answer some questions</b> and may not have completed the texts thoroughly or fully, or <b>did not articulate</b> in a way that made completion evident	There is <b>not enough evidence to suggest the reader completed the books</b> or analyzed important aspects of texts
Command of language	Answers were <b>articulate, exhibiting advanced vocabulary and fluent, practiced</b> communication	Answers were <b>adequate, exhibiting basic vocabulary and generally fluent</b> communication	Answers were <b>somewhat incomplete, lacking in detail, and/or not fluently</b> communicated	<b>Lack of clear communication</b> made answers difficult to understand or interpret
Communication Skills	<b>Eye contact was consistent; Vocal quality was energized and appropriate;</b> Reader appeared and acted with the <b>utmost of professionalism as a speaker and audience member</b>	<b>Eye contact and vocal quality were appropriate,</b> though <b>not necessarily engaging;</b> Reader was <b>adequately professional as a speaker and audience member</b>	<b>Eye contact was limited</b> and sporadic; <b>Volume may have been minimal and/or pronunciation inaccurate;</b> Reader <b>lacked professionalism as a speaker and/or audience member</b>	The <b>reader did not engage formal communication techniques</b> and/or was silly, disengaged, or unprofessional as a speaker and/or audience member

Feedback from interviewers:

## BOOK CHOICES

There are literally hundreds of possible books that could qualify for this project. The titles included below are based on recommended texts from the PSD reading list for 7-9<sup>th</sup> graders, as well as from the public library, Webber Media staff, and Scholastic Books. Remember – book selection is a decision governed by you and your parents – make sure you are in agreement regarding content, language, level of difficulty, etc.

(\*) denotes limited number of books that Dr. Hollingsworth has available for check out

### **Fiction Texts: “Transformation”**

*Wonder*, by Palacio

\**Flowers for Algernon*, by Keys

*The Joy Luck Club*, by Tan

*Autobiography of a Face*, by Grealy

*Flygirl*, by Smith

*Monster*, by Myers

*Under the Mesquite*, by McCall

*Under a War Torn Sky*, by Elliott

*The Clockwork Scarab*, by Gleason

*Stupidfast*, by Herbach

*Pegasus*, by McKinley

*The Scorpio Races*, by Stiefvater

*The Running Dream*, by Draanen

*All the Pretty Horses*, by McCarthy

*The Bean Trees*, by Kingsolver

*A Lesson Before Dying*, by Gaines

*Copper Sun*, by Draper

*Jay’s Journal*, by anonymous

*The Color of Water*, by McBride

*Restoring Harmony*, by Anthony

*Wolves, Boys, and Other Things that Might Kill Me*, by Chandler

*The Spiritglass Charade*, by Gleason

*Cinder*, by Meyer

*Shabanu: Daughter of the Wind*, by Staples

*Flipped*, by Draanen

### **“Classic,” Historical Fiction, and Non-Fiction Texts: “Transformation”**

*Pygmalion*, by Shaw

\**Jane Eyre*, by Bronte

*Jason’s Gold*, by Hobbs

\**The Pearl*, by Steinbeck

\**Johnny Tremain*, by Forbes

### **Fiction Texts: “Coming of Age”**

*A World Away*, by Grossman

*The Big Field*, by Lupica

*Kiki Strike: Inside the Shadow City*, by Miller

*Queen of Water*, by Resau

*Endangered*, by Schrefer

*Ghost Medicine*, by Smith

*Wednesday Wars*, by Schmidt

*Perks of Being a Wallflower*, by Chbosky

*Paper Towns*, by Green

*Kaffir Boy*, by Mathabane

*A Mango-Shaped Space*, by Mass

*Far North*, by Hobbs

*Under the Mesquite*, by McCall

*Airborn*, by Opper

*Okay for Now*, by Schmidt

*Threatened*, by Schreder

*Will Grayson*, by Grayson

*Red Scarf Girl*, by Lang

*Peak*, by Smoth

*New Boy*, by Houston

*I Hadn’t Seen Castles*, by Rylant

*An Abundance of Katherine*, by Green

### **Classic,” Historical Fiction, and Non-Fiction Texts: “Coming of Age”**

*True Confessions of Charlotte Doyle*, by Avi

*Captain’s Courageous*, by Kipling

*Adventures of Tom Sawyer*, Twain

*Mrs. Mike*, by Freedman

*A Light in the Forest*, by Richter

*Absolutely True Diary of a Part-Time Indian*, by Alexie