

## Summer Reading Project

Please choose from one of the project options on this list. This project is taking the place of a test or an extended paper on the summer reading, so please allow yourself enough time to create a quality project.

### Options:

1. Take a section, passage, or chapter and create a graphic novel version of the text.  
You are allowed to take some artistic license, but it should be able to be tied to the original plot of the novel. This needs to be done by hand ~ no clip art or images off the Internet. Note: characters must have at least 2 speech bubbles.
2. Write a missing chapter of your book. Think about the questions you have, perhaps about secondary characters, and write a chapter that you feel could be, or should have been in the novel. (3 pages double spaced)
3. Rewrite the end of the novel. Did you like the way the book ended? No? Here is your chance to rewrite it. Stay true to the characters and the plot, but feel free to completely change how the book ended. (3 pages double spaced)
4. Write a series of journal entries or letters in the voice of one of the characters. How are they feeling at a particular point in the book? What are they concerned about? What are they looking forward to? What are they dreading? (3 pages double spaced)

*Note: The project rubrics are attached. Please make sure you are looking at the correct rubric for our project.*

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Self – Assessment</b>	<b>Teacher Assessment</b>
<b>Content</b>	<b>Does not tie to the plot/characters, or depict the plot/characters accurately</b>	<b>Has some general plot/character elements, but is lacking detail</b>	<b>Shows clear understanding of the plot line and characters' motivations.</b>	<b>Shows a nuanced and complex understanding of the plot line, character motivation and development</b>		
<b>Presentation</b>	<b>The project is clearly unfinished, or rushed.</b>	<b>The project is complete, but is sparse and looks rushed</b>	<b>The project is well – executed with details and is clearly well thought out</b>	<b>The project is creative, well-executed, and detailed, which shows depth of understanding</b>		
<b>Polish</b>	<b>There are many errors in spelling and/or conventions, or sections that have been crossed out.</b>	<b>There are few errors in spelling, and/or conventions.</b>	<b>There are no errors in spelling, or conventions.</b>	<b>The project is error free and the novel is well depicted.</b>		
<b>Flow of ideas</b>	<b>The project does not have a logical flow</b>	<b>The project is mostly logical, but is confusing in certain places.</b>	<b>The project has a clear and logical flow of ideas.</b>	<b>The project has a logical flow of ideas that have been well chosen and thought out.</b>		

**Self – Assessment Total:** \_\_\_\_\_

**Teacher Assessment Total:** \_\_\_\_\_

**Why did you give yourself the scores you did?**

## Project 2 and 3 – Missing Chapter and New Ending

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Self – Assessment	Teacher Assessment 1
<b>Content</b>	The content does not relate to the original novel	The content is loosely tied to the original novel, but departs from the novel in illogical ways.	The content is rooted in the novel and clearly reflects a thoughtful understanding of the text.	The content builds on the novel and adds to the novel in a new and insightful way.		
<b>Development</b>	The new section of the novel is under – developed, and lacks detail.	The new section of the novel is developed, but lacks detail.	The new section of the novel is developed and detailed.	The new section is well developed, detailed and creative.		
<b>Polish</b>	The new section of the novel has many spelling and/or conventional errors.	The new section of the novel has few spelling and/or conventional errors.	The new section is free of spelling and conventional errors.	The new section is free of errors and shows a distinct authorial voice.		
<b>Flow of ideas</b>	The ideas have not logical flow and are hard to follow.	The ideas have some logical flow.	The ideas have some logical flow and are easy to follow.	The project has a logical flow of ideas that have been well chosen and thought out.		

**Self – Assessment Total:** \_\_\_\_\_

**Teacher Assessment Total:** \_\_\_\_\_

**Why did you give yourself the scores you did?**

## Project 4 – Journal Entry, or Letter

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Self – Assessment</b>	<b>Teacher Assessment</b>
<b>Content</b>	The content does not relate to the original novel	The content is loosely tied to the original novel, but departs from the novel in illogical ways.	The content is rooted in the novel and clearly reflects a thoughtful understanding of the text.	The content builds on the novel and adds to the novel in a new and insightful way.		
<b>Development</b>	The project under – developed and lacks details and/or is not true to the characters.	The project is true to the characters developed, but lacks detail.	The project is true to the characters, developed and detailed.	The new section is well developed, detailed and creative. It shows a clear understanding of the characters’ motivation and development.		
<b>Polish</b>	The new section of the novel has many spelling and/or conventional errors.	The new section of the novel has few spelling and/or conventional errors.	The new section is free of spelling and conventional errors.	The new section is free of errors and shows a distinct authorial voice.		
<b>Flow of Ideas</b>	The ideas have not logical flow and are hard to follow.	The ideas have some logical flow.	The ideas have some logical flow and are easy to follow.	The project has a logical flow of ideas that have been well chosen and thought out.		

**Self – Assessment Total:** \_\_\_\_\_

**Teacher Assessment Total:** \_\_\_\_\_

**Why did you give yourself the scores you did?**