



NOVEL STUDY PLAN

“PHASELY” ASSIGNMENTS (4) AND FINAL ASSESSMENT (1)

Directions:

Step 1. Choose a book (non-fiction or historical fiction) that discusses events from the following **window** of time: (Early exploration of the United States through the Civil War). Bonus: If you choose a book that specifically deals with Georgia, you will have 10 points added to your bonus category (in the gradebook) to be added first or second nine weeks (your choice).

Step 2: Decide if you wish to work with a partner who is reading the same book or work individually.

Step 3: Working individually or together with your partner, devise a reading plan (a template will be provided for you) in which you divide the novel that you are reading into four parts. You will have one phase (or cycle) to read a part and to complete the assignment. (You will work on the reading plan on Friday, September 18th, so make sure you have your book selected by then.)

Step 4: Submit your reading plan with:

- your name and partner’s name (if working with a partner)
- the title and author of your novel and
- your 4-phase reading plan

Step 5: Begin reading your novel and working on the assignment for Phase 1.

Step 6: Follow the schedule below for your reading cycle and assignments.

- Phase 1: September 18th-October 2nd;
Novel discussion-October 2nd (will either be done with your partner or another selected student)
Phase 1 novel assignment due-October 2nd
- Phase 2: October 2nd-October 14th
Novel discussion-October 14th (will either be done with your partner or another selected student)
Phase 2 novel assignment due-October 14th
- Phase 3: October 14th-October 30th
Novel discussion-October 30th (will either be done with your partner or another selected student)
Phase 3 novel assignment due-October 30th
- Phase 4: October 30th-November 13th
Novel discussion-November 13th (will either be done with your partner or another selected student)
Phase 4 novel assignment due-November 13th

*** EACH student is required to submit a “phasely” assignment.**

****The purpose of having a partner is to play a supportive role while you are reading, to help you understand the content and to discuss your “phasely” assignments. Notes for partner sharing: Read your summary to your partner, and discuss your responses. Discuss your opinions. Share your favorite scene or paragraph. Quiz one another on your chosen vocabulary words. Provide encouragement and support!**

Step 7: Complete your final assessment, your written essay, and submit no later than Wednesday, November 18th.



NOVEL STUDY: INDEPENDENT “PHASELY” ASSIGNMENTS & FINAL ASSESSMENT

Directions: Each student must independently complete and submit an assignment each phase for a total of 4 classwork grades. Please complete each part thoroughly and submit your assignment in a well-organized, clearly written manner. Each “phasely” entry should be in 11 to 12 font Calibri, Times New Roman or Arial (if typed). Pay attention to the due dates for the “phasely” assignments. The “phasely” entries will be graded as follows:

What is assessed?	How many points?
Part I: Vocabulary	20 points
Part II: Summary	20 points
Part III: Reflection	20 points
Part IV: “Phasely” Question	20 points
Directions Followed; No “Writing Focus” Errors.	20 points
Total	/100 points

For each week, you will have a “phasely question” that you will need to answer along with the other parts that you are completing. Please see below for a list of these “phasely” questions:

“Phasely” Questions

Phase 1: Describe the main setting (time, place) of the book. How important is it? Does the setting help set a mood?

Phase 2: Analyze the main character. Describe his/her physical characteristics and personality traits. Are there other secondary characters worth mentioning?

Phase 3: What is the plot? Tell what the conflict or goal is and how the character is trying to solve or achieve it.

Phase 4: Write about your favorite scene or part of the book. Discuss what happened in the scene? What made this your favorite part?

Final Assessment

Once you have finished your reading, you will have a few days to work on your novel essay. This essay will count as a test grade and will be your major writing assignment for the second nine week period. You will be allotted some class time for this assignment, but you will also need to work on this assignment at home as well.

First and foremost, you will need to choose between the two following R.A.F.T. assignments.

R.A.F.T. Choice #1	R.A.F.T. Choice #2
<p>Role: Student that has read book Audience: 8th grade Social Studies Teachers Format: Letter Topic: Write a letter to the 8th grade Social Studies teachers, explaining why this novel should become mandatory to help students master the content and curriculum of the 8th grade social studies standards OR why this novel wouldn't help to master the content and curriculum. Give specific reasons and explain.</p>	<p>Role: Book Editor or Staff Member of Book Publisher Audience: The general public that may read this book Format: Dust jacket or book flap Topic: Write a synopsis of the book. The synopsis should give an overview of the book without giving away any of the key elements. Write the synopsis using strong, clear and concise language. One of the goals of writing effective flap copy is to sell the story to potential readers that you want to buy the book. The synopsis runs 100 to 200 words, so each word you write needs to count. Be concise!</p>

Grading Rubric for Final Assessment

Look through the rubric below to know how you will be grade on your final assessment (test grade):

	A (4)	B (3)	C (2)	D/F (1/0)
Focus: Purpose	The student has correctly addressed <u>all</u> of the R.A.F.T. features.	The student has correctly addressed <u>three out of four</u> of the R.A.F.T. features.	The student has correctly addressed <u>two</u> of the R.A.F.T. features.	The student has only addressed <u>one or less</u> of the R.A.F.T. features.
Organization: Overall	Well-planned and well-thought out. All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Good overall organization. Most paragraphs have clear ideas, are supported with some examples and have transitions.	There is a sense of organization, although there is also some skipping around. Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	No sense of organization. Paragraph lack clear ideas.
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details. Students has proven they have extensive knowledge of the novel.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific. Students has shown a good understanding of the book.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature. The student has not shown good mastery of the book.	Content is not sound. Student more than likely did not read the book.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear
Grammar, Usage & Mechanics (WRITING FOCUS)	Excellent grammar, spelling, punctuation and word usage. No dead words were used.	A few errors in grammar, spelling, punctuation, and word usage. There were only a couple of dead words used.	Shows a pattern of errors in spelling, grammar, punctuation and word usage. Uses several dead words.	Continuous errors throughout paper. An abundance of

			Could also be a sign of lack of proof-reading.	dead words is used.
--	--	--	---	------------------------

***Each score will be multiplied times 5 to obtain the total average for the final assessment.**



Your Name: _____

First Semester Reading Plan

Please complete the following:

NOVEL PARTNERS: _____

NOVEL TITLE: _____

NOVEL AUTHOR: _____

READING PLAN:

Phase 1: Beginning of Chapter _____ to end of Chapter _____

Phase 2: Beginning of Chapter _____ to end of Chapter _____

Phase 3: Beginning of Chapter _____ to end of Chapter _____

Phase 4: Beginning of Chapter _____ to end of Chapter _____

***Different books will have different lengths and numbers of chapters. Create your reading plan to make sure your book is completely read no later than Thursday, November 12th. I would encourage you to read carefully all of the “phasely” assignments and your final assessment in advance so that you are aware of what types of things to be on the lookout for as you read. **You may need to read more chapters your first phase. You want to make sure you have read enough of your novel to be able to answer the questions for that first phase.**

Name:

“Phasely” Assignment Template: Phase # _____

Title of Book:

Author:

Part I: Vocabulary

- | | |
|--------------------|----------------|
| 1. Word 1: | Page #: |
| Definition: | |
| 2. Word 2: | Page #: |
| Definition: | |
| 3. Word 3: | Page #: |
| Definition: | |

Part II: “Phasely” Summary: Write a one paragraph summary about what you read this week. Be concise and only tell what is important.

Part III: Personal Response: Write a one paragraph summary about what you liked and disliked about what you have read. You can include your reaction to the characters, the setting, the plot, and the author’s style.

Part IV: “Phasely” Question Response: In one paragraph, address thoroughly the “phasely” question.