

Independent Reading: Young Adult Literature

Alternative Book Report Options

For each of the six-weeks periods, you will choose one book for independent reading. After reading the book, you will create one presentation project (see options below) to share with the class as a book talk. Your presentation should encourage other students to read the book. You should choose a different project for each six-weeks' presentation.

All projects should incorporate the following requirements: 1) a one-page explanation of the project, 2) three cited quotations with lead-ins, and 3) a bibliographic entry for the novel.

Choose ONE:

1. **Book Jacket:** Create your own book cover that includes an original re-written blurb, colorful hand-drawn illustrations, and a made-up review from a magazine like *Publishers Weekly*, etc.
2. **Issues Debate:** Have a panel of characters from your book debate a central issue portraying their differing viewpoints. In a one-page written account, choose a particular setting and describe why you chose that specific place, time, etc. Follow your description with dialogue/debating between selected characters.
3. **Digital Book Trailer:** Create a 1-2 minute Digital Book Trailer using Movie Maker/iMovie etc. that functions to generate student interest in a particular book. Include text, high-quality images, color, video and narration (if appropriate) to generate mystery/tension/intrigue in the manner of TV show and film trailers.
4. **Character Locker:** Create a "character locker" for a character or real person from a chosen work. Create the "locker" using a shoebox-sized box, decorating the outside of the locker appropriately. Within the locker, place items that are important to the character or person. Base your choices on your reading of the chosen work. Include a one-page explanation of what you put into the locker and why.
5. **Character Interview:** Write a one-page typed interview with a character from your novel. Create a setting and rationale for the interview, using standard interview format. Ask questions and write answers that reveal information about the character or person that you gathered from your reading of the book, but do not merely recopy sections of the text as an interview. Embody the personality of the character through the dialogue.
6. **Facebook/Instagram/Twitter:** Create a profile for a chosen character on a social networking site. The profile/site should reflect his or her character traits, talents, interests, connections, or unique experiences. Explain your reasons for your choices in a one-page summary. Be sure that you have a means of presenting this profile to the class.
7. **Soundtracks:** Choose a minimum of four characters from your chosen book and find fitting song lyrics for each. Print out the song lyrics and annotate (explain and make comments on) the lyrics for an explanation as to why you chose that particular song for the character. Create a CD cover that illustrates a major motif or theme of the text, followed by a one-paragraph description of your choices for the CD cover.
8. **Map Quest:** Draw a neighborhood map or journey map related to the book you selected to read. If a character in the book lived in an interesting neighborhood, draw a map in which you feature key locations, houses, the school, stores, or other landmarks on the map. If a character in the book you read went on a journey, map out and draw the route for the journey, marking on the map key spots along the way. In a one-page paper, explain your reasons for your choices included on the map.
9. **Board Game:** Create a board game that incorporates situations and/or characters from your book. The game should not only be interesting, alluring, and marketable, but should also relate directly to your chosen book. Include a one-page sheet that describes the objective and directions, number of players, pieces, rules, and anything else the players of the game should know before beginning.

Independent Reading Alternative Book Review Rubric

Advanced (95-100): The response demonstrates thorough comprehension of the source text. The response shows an understanding of the text's central idea(s), most important details, and main characters and how they interrelate, demonstrating a comprehensive understanding of the text. The response is free of errors of fact or interpretation with regard to the text. The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text. The response is cohesive and demonstrates a highly effective use and command of language.

Proficient (85-94): The response demonstrates effective comprehension of the source text. The response shows an understanding of the text's central idea(s), important details, and main characters. The response is free of substantive errors of fact and interpretation with regard to the text. The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text. The response is mostly cohesive and demonstrates effective use and control of language.

Partial (74-84): The response demonstrates some comprehension of the source text. The response shows an understanding of the text's central idea(s) but not of important details or main characters. The response may contain errors of fact and/or interpretation with regard to the text. The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text. The response demonstrates limited cohesion and skill in the use and control of language.

Inadequate (65-73): The response demonstrates little or no comprehension of the source text. The response fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s) or character(s). The response may contain numerous errors of fact and/or interpretation with regard to the text. The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text. The response demonstrates little or no cohesion and inadequate skill in the use and control of language.