

## **ELA 40S Voices and Choices Book Club Writing Project**

This project is designed to allow you to demonstrate your understanding of your chosen books through a double entry journal (use the chart below, or hand me in your journal entries in your notebook) and reflection question and create an original text using each book as a springboard for your own creativity. Your goal is to create an original piece using the ideas in the book as your inspiration. You may write fiction or nonfiction, traditional print or something more multi-modal. If you are doing a more abstract/ visual project, please include a written rationale of the choices you have made in composing your piece to help me understand your purpose and main ideas more fully. Use the chart and reflection question below to plan your piece to be published/ performed for a public audience.

In choosing a form, think of all the ways we use to express our ideas and choose one that fits your audience and purpose. Some examples of possible forms:

- a narrative essay
- memoir
- short story
- newspaper/  
magazine/zine  
article
- poem/ song  
lyrics
- speech
- interview
- video
- photo voice
- public service  
announcement
- advertisement
- comics
- artwork
- infographics
- rant
- editorial
- biography
- tribute
- blog post





| Strategy                        | Text reference | Your thinking |
|---------------------------------|----------------|---------------|
| Repair Understanding            |                |               |
| Make Connections                |                |               |
| Ask Questions                   |                |               |
| Identify main ideas             |                |               |
| Make predictions/<br>inferences |                |               |
| Visualize                       |                |               |
| Synthesize                      |                |               |

|   | <b>Not yet<br/>1-2</b>  | <b>Emergent<br/>3</b>   | <b>At Level<br/>4</b>  | <b>Above Level<br/>5</b>  |
|---|---|---|--|---|
| <b>Reflection Question</b><br>1.2 Interprets text | Response provides a superficial/<br>undeveloped analysis<br>Support is generalized/ illogical/<br>vague   | Response provides a somewhat<br>clear and developed analysis<br>Support is somewhat logical/<br>somewhat specific   | Response provides a clear and<br>developed analysis<br>Support is logical and specific   | Response provides a sophisticated/<br>perceptive/ thorough analysis<br>Support is insightful/ precise   |
| <b>Journal</b><br>2.1 Comprehension<br>Strategies | Entries cover a limited part of the<br>book<br>Uses a limited number of reading<br>strategies<br>Demonstrates limited<br>understanding  | Entries cover part of the book<br>Uses some reading strategies<br>Demonstrates partial understanding  | Entries cover important elements of<br>the book<br>Uses a variety of reading strategies<br>Demonstrates clear understanding  | Entries thoroughly cover the book<br>Uses a wide variety of reading<br>strategies<br>Demonstrates through<br>understanding  |
| <b>Journal</b><br>2.2 Responds to texts           | Entries focus on few relevant<br>passages<br>Responses are generalized,<br>superficial, illogical   | Entries focus on some relevant<br>passages<br>Responses somewhat clear/<br>logical/developed  | Entries focus on relevant passages<br>Responses are clear, logical and<br>developed  | Entries identify the most salient<br>passages<br>Responses are insightful,<br>sophisticated   |
| <b>Explains Writing<br/>Variables</b> 3.2         | Response provides a superficial/<br>undeveloped explanation of how<br>the identified choices work together<br>to make the text effective<br>Rationale is generalized/ illogical/<br>vague | Response provides a somewhat<br>clear and developed explanation of<br>how the identified choices work<br>together to make the text effective<br>Rationale is somewhat logical/<br>somewhat specific | Response provides a clear and<br>developed explanation of how the<br>identified choices work together to<br>make the text effective<br>Rationale is logical and specific | Response provides an insightful/<br>thorough explanation of how the<br>identified choices work together to<br>make the text effective<br>Rationale is perceptive/ precise |

|  |  |   |  |   |
|--|--|---|--|---|
| <b>Focus 1.1.3</b><br>(experiment with language and forms)                             | Demonstrates limited skill in generating, evaluating and selecting ideas to focus and clarify a topic to create a desired effect <ul style="list-style-type: none"> <li>Ideas are generalized, superficial, undeveloped</li> </ul> | Demonstrates some thought in generating, evaluating and selecting ideas to focus and clarify a topic to create a desired effect <ul style="list-style-type: none"> <li>Ideas are somewhat clear, appropriate, purposeful</li> </ul> | Demonstrates thoughtfulness in generating, evaluating and selecting ideas to focus and clarify a topic to create a desired effect <ul style="list-style-type: none"> <li>Ideas are clear, appropriate, purposeful</li> </ul> | Demonstrates insight and originality in generating, evaluating and selecting ideas to focus and clarify a topic to create a desired effect <ul style="list-style-type: none"> <li>Ideas are highly original, sophisticated</li> </ul> |
| <b>4.1.1 Support</b><br>(choice of supporting detail, examples, quotes, illustrations) | Limited skill is shown in selecting details to support main ideas <ul style="list-style-type: none"> <li>Details are few, illogical, repetitive, vague</li> </ul>  | Purposefully chosen/created, relevant details somewhat effectively support/develop main ideas <ul style="list-style-type: none"> <li>Details somewhat clarify meaning</li> </ul>  | Purposefully chosen/created, relevant details effectively support/develop main ideas <ul style="list-style-type: none"> <li>Details clarify meaning</li> </ul>   | Creates /selects precise / thorough details to meaningfully support main ideas <ul style="list-style-type: none"> <li>Details enhance meaning</li> </ul>  |
| <b>4.1.3 Organization</b>  | Limited skill in choosing organizational structures. Unity and coherence are lacking   | Organizational structures and transitions are partially effective. and in creating unity and coherence  | Organizational structures and transitions are effective and create unity and coherence   | Organizational structures and transitions are purposefully chosen to enhance meaning and to ensure unity and coherence  |
| <b>4.2.3 Enhance Legibility</b> (layout and design)                                    | Choice of design elements is ineffective, distracting  | Choice of design elements communicates message somewhat clearly   | Effective choice of design elements communicates message clearly   | Creative choice of design elements enhances understanding   |
| <b>4.2.4 Style</b><br>(choice of language, diction, syntax, figures of speech)         | Limited skill is shown in word choice and arrangement  | Word choice and arrangement create some balance and impact and are appropriate for the writing variables  | Word choice and arrangement create balance and impact and are appropriate for the writing variables  | Word choice and arrangement enhance the impact of the ideas and details and add to the enjoyment of the piece.  |
| <b>4.3 Mechanics</b><br>(spelling grammar, punctuation)                                | Limited grasp of the conventions of language. <ul style="list-style-type: none"> <li>Errors impede meaning.</li> </ul>   | Somewhat capable use of the conventions of language in relation to the level of writing attempted. <ul style="list-style-type: none"> <li>Errors detract from meaning in places</li> </ul>  | Capable use of the conventions of language in relation to the level of writing attempted. <ul style="list-style-type: none"> <li>Errors may detract from the impact of the work but do not affect meaning</li> </ul>         | Mastery of the conventions of language is shown throughout, in relation to length and stylistic choices attempted. <ul style="list-style-type: none"> <li>Errors do not affect the overall impact of the work</li> </ul>              |