

OAKLAND CUSD #5

**ENGLISH
LITERATURE
MAY 2020**

LINSAY SWIGART

May 2020

Mrs. Swigart

Hello! I hope everyone is doing well. My “office hours” are Monday 1-3, Tuesday 11-1, and Thursday 3-5. Of course, you can always email me and I will try to get back to you as soon as I can. Please feel free to email me any questions you may have. As far as turning in work goes, you can either share a doc with me, or turn it into the school. Hard copies are at the school so you don’t need to print anything. I do ask that your name is written with the date, class period, and the project number. This is new, and I will work with you. Again, please feel free to reach out to me if you need anything.

If you can work ahead, you can be done before the 18th.

Miss you and have a great summer! - Mrs. Swigart

Class	Project #4	Project #5	Project #6
English Literature	Project #4 is due on April 13th	Project #5 is due on May 1st	Project #6 is due May 18th
<p>*Please let me know if you are in need of materials like new books, paper for projects, etc.</p> <p>I will leave it up to you to find 10 difficult words to define for the vocabulary component.</p> <p>I have included a character map, reading log, and scoring rubric.</p> <p>Again, if you need any guidance, please email me.</p>			

Independent Reading Rubric

Name _____

Score: _____ /60

Date _____

Name of Novel: _____

Author: _____

Number of pages: _____ out of _____

Summary: thorough, well-defined, comprehensive 20 18 16 14 12 10 8 6 4 2 0

Comments:
Comprehensive Character Map: major/minor characters 10 9 8 7 6 5 4 3 2 1 0

Comments:
Vocabulary: 10+ words defined or alternative assessment 10 9 8 7 6 5 4 3 2 1 0

Comments:
Log: in-class and out-of-class reading apparent 10 9 8 7 6 5 4 3 2 1 0

Comments:
consistent updating, organized, thorough

Individual Comprehension/Analysis Assessment 10 9 8 7 6 5 4 3 2 1 0

Swigart

Comments:

English Literature HS

Individual Comprehension/Analysis Assessment Ideas

- visually-appealing poster addressing key concepts or themes or motif or novel elements (characters, climax, plot, etc)*
- two-page comparison/contrast paper*
- two-page narrative connecting story events/character/etc to personal life*
- 3-D representation of symbol or motif or character in novel*
- mixed CD based on a theme in the novel that would compliment the novel or main character*
- poster advertising novel in a way that persuades a potential reader to read (think movie trailer)*
- mock facebook/myspace page for main character*
- musically inclined? Play a song fitting for your novel.*
- write a poem summarizing an event, character, or plot of your novel*
- create a flowchart outlining the sequence of events in your novel*
- film a short movie capturing a scene from your novel*
- create a glog representing the story elements from your novel (characters, plot, climax, conflict, denouement, setting, etc)*
- If your book is a banned book, write a two-page paper as to why you think it is banned.*
- If your book is a recommended read for college, write a two-page paper as to why you think it is a recommended read.*
- If your novel is a time-period piece, research and write a two-page paper about the time period (setting) of the novel.*

The task is for you to explore ways that demonstrate your knowledge and command on reading (fluency, comprehension, understanding, and competency) in a creative and unstructured manner. Feel at liberty to create a representation of your novel that demonstrates understanding in a format you enjoy. How you choose to conquer this is up to you.

