Wonder Literature Anthology Project

- RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Task: Student will pick a story from the Literature Anthology, read it, and complete a book project that meets the requirements below.

After reading your story that you picked from the Literature Anthology, you will be completing the requirements from the book project below. Remember to pick the correct genre.

Fiction	Non- Fiction
Your project will need to have the following elements with evidence from the text: - Who is the main character and give 3 character traits that will describe that main character. For each trait, give one evidence from the text that supports your answer. - Tell what the main problem of the story is and what the solution is to that main problem. - What is the author's message (sentence specific to the story). Use 3 evidence from the text that will support your answer. - What is the Theme (1-5 words. General category. Many books can fit into this theme) Use 3 evidence from the text that will support your answer. - What was the author's point of view that the story you read was told in? Give 3 evidence that supports you answer. - Title of your story you read and who the author is.	Your project will need to have the following elements with evidence from the text: - Write a summary of the Non- Fiction reading you read. (beginning, middle end: 1 paragraph 5-9 sentences) - What are 3 facts that you learned about in your reading. - Pick 3 vocabulary words from your reading, define it, and use it in a 6th grade sentence - What are 3 questions you still have about the topic your passage was about? - Create a thinking map that tells what the main idea of your reading is, and support your main idea with 5 details. - Title of the reading you read and who the author is.
You will be presenting the criteria above in a: - Google Slide	
## DUE DATE: 3/29	

Wonder Literature Anthology Project

Fiction story Rubric

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

ME	MP	DP	WB
– States who the main character is and provides 3 character traits that will describe them. For each trait, one evidence is thoughtfully explained to support it. – Describes the main problem and describes the events that lead up to the solution. – States the author's message and describes how 3 evidences from the text supports it. – Establishes an appropriate theme and describes how 3 evidences from the text supports it. – States the author's point of view and describes how 3 evidences from the text supports it.	– States who the main character is and provides 3 character traits that describe them. For each trait, one evidence is given to support it. – Describes the main problem and the solution to it. – States the author's message and provides 3 evidences from the text to support it. – Establishes an appropriate theme and provides 3 evidence from the text to support it. – States the author's point of view and provides 3 evidence from the text to support it.	– States who the main character is and states 3 character traits that might describe them. Evidence to support each trait might be given. – States the main problem and the solution to it. – States the author's message and might provide 3 evidences from the text to support it. – States a theme that might not be appropriate to the WHOLE story. Might provide 3 evidences from the text to support it. – States the author's point of view. Might provide 3 evidences from the text to support it.	– Does not state an appropriate main character and states fewer than 3 character traits that might describe them. Evidence to support each trait might be given. – States an incorrect main problem and/or solution to it. – States an author's message that is not appropriate to the story. Might provide 3 evidences from the text to support it or evidence is not appropriate. – States a theme that might not be appropriate to the WHOLE story. Might provide 3 evidences from the text to support it or evidence is not appropriate. – States an author's point of view that is not appropriate to the story. Might provide 3 evidences from the text to support it or evidence is not appropriate.

COMMENTS (IF ANY):

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SPEAKING AND LISTENING SKILLS

- SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ME	MP	DP	WB
– Looks away from the screen frequently and for long periods of time. – Speaks very clearly with enthusiasm throughout the entire presentation. – Speaks at a volume that varies throughout the presentation but is never too soft. – Presentation includes a variety of appropriate images and information. Colors aren't harsh.	– Looks away from the screen frequently and puts forth much effort to not read off of it. – Speaks clearly throughout the entire presentation. – Speaks at a volume that is consistent throughout the entire presentation. – Presentation includes appropriate images and information. Colors aren't harsh.	– Looks away from the screen at times and puts forth some effort to not read off of it. – Speaks clearly throughout most of the presentation. – Speaks at a volume that makes it difficult to hear at times. – Presentation includes images and information. Colors might make it difficult to watch the presentation.	– Hardly looks away from the screen and doesn't put effort to not read off of it. – Hardly speaks clearly. – Speaks at a volume that makes it difficult to hear throughout most of the presentation. – Presentation includes few images and information is brief. Colors make it difficult to watch the presentation.

Non-Fiction story Rubric (if applicable)

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ME	MP	DP	WB
– Provides a summary that includes a beginning, middle, and an end (each being 1 paragraph, 5-9 sentences each) that <u>accurately</u> describes what was stated in the passage. – <u>Describes</u> 3 facts that were learned from the reading. – Provides 3 vocabulary words appropriate to grade level <u>or above</u> and includes both accurate definitions as well as <u>sophisticated</u> 6th grade or higher sentences. – Provides 3 questions that CANNOT be answered by the text <u>and includes detailed appropriate answers.</u> – Uses an appropriate thinking map that includes the main idea and 5 appropriate details that support it.	– Provides a summary that includes a beginning, middle, and an end (each being 1 paragraph, 5-9 sentences each). – States 3 facts that were learned from the reading. – Provides 3 vocabulary words appropriate to grade-level and includes both accurate definitions as well as 6th grade sentences. – Provides 3 questions that CANNOT be answered by the text. – Uses an appropriate thinking map that includes the main idea and 5 appropriate details that support it.	– Provides a summary that might include a beginning, middle, and an end (each being 1 paragraph, 5-9 sentences each). Summary is not in student's own words. – States 3 facts that can be learned from the reading. – Provides 3 vocabulary words lower than grade-level and includes definitions and simple 6th grade sentences. – Provides 3 questions that might be answered by the text. – Uses an appropriate thinking map that includes the main idea and 5 or fewer appropriate details that support it.	– Provides a summary that does not include either a beginning, middle, and an end (each being 1 paragraph, 5-9 sentences each). Summary is not in student's own words. – States 3 facts that can easily be learned from the reading. – Provides 3 vocabulary words much lower than grade-level and includes definitions and simple 6th grade sentences that might not be appropriate. – Provides 3 questions that can easily be answered by the text. – Uses an appropriate thinking map that includes the main idea and 5 or fewer details to support it. Main idea and/or, most or all details might not be appropriate.

COMMENTS (IF ANY):

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- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ME	MP	DP	WB
– Looks away from the screen frequently and <u>for long periods of time</u>. – Speaks very clearly <u>with enthusiasm throughout the entire presentation</u>. – Speaks at a volume that varies throughout the presentation but is never too soft. – Presentation includes <u>a variety</u> of appropriate images and information. Colors aren't harsh.	– Looks away from the screen frequently and puts forth much effort to not read off of it. – Speaks clearly throughout the entire presentation. – Speaks at a volume that is consistent throughout the entire presentation. – Presentation includes appropriate images and information. Colors aren't harsh.	– Looks away from the screen at times and puts forth some effort to not read off of it. – Speaks clearly throughout most of the presentation. – Speaks at a volume that makes it difficult to hear at times. – Presentation includes images and information. Colors might make it difficult to watch the presentation.	– Hardly looks away from the screen and doesn't put effort to not read off of it. – Hardly speaks clearly. – Speaks at a volume that makes it difficult to hear throughout most of the presentation. – Presentation includes few images and information is brief. Colors make it difficult to watch the presentation.