

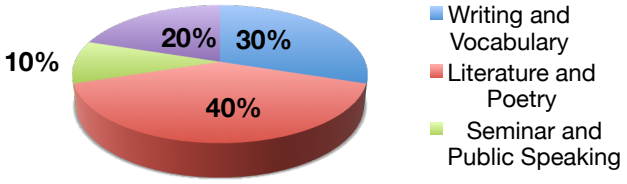
Grade 7 Language Arts

2012-2013 School Year

Welcome Scholars!
Here's the dictionary definition of syl-la-bus: n., pl. syl-la-bus-es or syl-la-bi. 1. An outline or a summary of the main points of a text, lecture, or course of study. After listening to and/or reading the descriptions of these projects, please decide which ones you plan to do. Then show your plan, your Project Tree, and this Syllabus to a parent or guardian, ask them to sign off on the plan, and return the signed syllabus to school so we can get to work!
Student Signature:
Parent/Guardian Signature:

Grade 7 Language Arts

Start & Due Dates, Project Credit/Exam Checklists, Extra Credit Opportunities

How your final quarter grade is Determined:	**Grading Pie**
❑ Students set goals, track their own progress, and grade themselves. ❑ Teachers coach and give Project Pass/Try Again Exams. ❑ The Mutual Goal is ***excellence***.	

Notes:
The 7th Grade Project-Based Language Arts Program demands a high degree of responsibility from students: you must plan your schedule, track your own progress, and get coaching when you need help. Participation is a privilege. You can signal your desire to withdraw from the project-based learning program and switch to a textbook-&-tests program for the remainder of the quarter at any time by: (i) Stopping other students from working during "Project Work time" or (ii) Submitting a Project on which you did not do your fair share of work.

- Exceptional Projects pass with " **Flying Colors** " and earn **EXTRA CREDIT**. 15 points = 1 Project.
- Every Project ends with a PROJECT ORAL EXAM on which you will be expected to understand and be able to discuss all the checklist requirements and to know all the vocabulary in the directions for that Project. Study the PROJECT CHECKLISTS before you take your oral exams!
- These Projects are to be done BY YOURSELF or in your ASSIGNED GROUP, (with coaching from teachers and family members, of course). To earn credit for a Project, scholars must do their fair share of work and be able to pass the Project Oral Exam by themselves.
- You have 9 weeks of class and 2 Project work-periods a week. There are 30 Projects in total. There will not be class time set aside for you to work on all 32 PROJECTS. Therefore you will probably have to do some on YOUR OWN TIME TO RECEIVE AN "A+" in Language Arts.
- **INDEPENDENT PROJECTS:** Projects for which there is no planned class time are marked with a green box. For these projects it is your responsibility to start early enough to: (i) get help with directions and (ii) hand in your project early so it can be corrected.

There is no good reason to wait till the due date. **START EARLY. FINISH EARLY**!

Literature and Poetry

Core Knowledge Learning Targets/California Language Arts Standards

RED BOXES = Foundation Projects

BLUE BOXES = Project counts for Literature/Poetry Grade **AND** Writing Grade

GREY BOXES = Oral exams completed with notes from class

GREEN BOXES = Independent Projects – There is no guaranteed class time to work on these projects. Coordinating Foundation Project needs to be completed before Independent Project can be worked on.

PURPLE BOXES = Projects for Cyrano de Bergerac – Will be averaged with your Lit. & Poetry grade

1	***Dreams – Langston Hughes***	Start	
Intro: *What are your dreams? Do you think you will achieve them? What do you think Langston Hughes' thinks about whether he will achieve his goals?*		Due	

To receive credit for this Project:

- ❑ Read *Dreams* by Langston Hughes
- ❑ Complete Vocabulary Notebook – barren
- ❑ Be able to pass an oral exam on poem:
  - Identify what a metaphor and simile are
  - Identify the metaphor or simile in the poem
  - Identify the theme – Defend your answer
- ❑ Get inspired and write your own poem about your dreams
  - Should be AT least two stanzas
  - Follow Langston Hughes format
- ❑ Follow the writing timeline in order to **publish it on your blog!**
- ❑ Type and print to display on class window

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

2	**Genre Oral Exam – What kind are you?**	Start	
Intro: *Fiction, Nonfiction, Biography, Drama, Comedy, Tragedy…which one is it? After today you will be able to tell.*		Due	

To receive credit for this Project:

- ❑ Complete notes in class on the different types of genres in literature
- ❑ Create a poster (or way to share your knowledge) with a partner/or alone that details the different genres of literature. Your presentation should:
  - Be neat and creative – if there are stray pencil marks or spelling errors, credit will not be given
  - Include examples and explanations of each genre
  - Be understandable – All ospreys should be able to understand the different genres
  - Be able to pass an oral exam on different types of genres in literature

To Pass with Flying Colors:

- ❑ Create an instructional video on your blog to show everything you know about theme for future 7th grade osprey. Get creative!

3	***Young Arthur* by Robert D. San Souci**	Start	
	Intro: *Can you pull the legendary sword from the stone? What about figuring out the genre of this next story? I bet you can do both after reading Young Arthur.*	Due	

To receive credit for this Project:

- ❑ Read *Young Arthur* by Robert D. San Souci on page 654
- ❑ Complete summary from chronological order timeline
- ❑ Complete High Five Comprehension Questions – Five answers in RACE sentences (High Five Comprehension Questions located on 7th grade blog)
- ❑ Complete Vocabulary Notebook – grievous, homage, reclaim, dismount, flinching, upstart, melancholy, taskmaster → Pass Vocabulary ThatQuiz
- ❑ Be able to pass an oral exam on *Young Arthur*:
    - Describe the setting and *genre*
    - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook
    - Answer at least one of your High Five Questions defending with evidence from text

To Pass with Flying Colors:

- ❑ Code of Values on Excalibur. Could you have become a knight in the middle ages? Knights had to display a code of values, known as chivalry. The values included loyalty, courtesy, honor, and valor. Choose one that you think you display. Write a paragraph telling me how you display one or all of these values. Write the value on the sword and the paragraph around the sword. Write a rough draft first!

4	***What was life like in the Early Middle Ages?***	Start	
	Intro: *What was life like in Britain during the early Middle Ages? Read "Who was King Arthur?" on page 661 in your red textbook and then do research on the internet. Display your findings in a creative way.*	Due	

To receive credit for this Project:

- ❑ Read "Who was King Arthur?" on page 661 in your red Literature textbook
- ❑ Watch *Life in Medieval Britain* – link is located on 7th grade blog
- ❑ Come up with a creative way to display the information you find out about life in the early middle ages, including:
    - The feudal system
    - Religion
    - Housing
    - Clothing
    - Medical Care
    - Entertainment
    - Crime
    - Other – you choose one more topic to share about
- ❑ Wikipedia CANNOT be used. Resources that can be used are listed on the 7th grade blog. Any other resources used need to be linked to your blog.

To Pass with Flying Colors:

- ❑ Legends are passed down through storytelling. Do a live storytelling of any legend on your blog. You should explain what a legend is before you begin storytelling. Remember if it is not an exciting, thoughtful retelling then it will not be remembered for generations to come!

5	***Haiku - Basho***	Start	
Intro: *Who knew such a short poem could be so descriptive. Now is your chance to write like Basho and enter to win a poetry competition. Write your haikus and submit them to win!*		Due	

To receive credit for this Project:

- ❑ Read an example of a haiku written by Basho – will be given in class
- ❑ Be able to pass an oral exam on poem:
  - Identify what makes a haiku
  - Where/when did haikus originate?
- ❑ Get inspired and write your THREE haikus inspired by the Japanese paintings
  - MUST follow the rules of a haiku
- ❑ Follow the writing timeline in order to **publish it on your blog!**
- ❑ Type and print to display on class window

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

6	***Ballad of Birmingham – Dudley Randall***	Start	
Intro: *What has been an event that should be remembered for years to come? Write a ballad to commemorate the event so it will not be forgotten.*		Due	

To receive credit for this Project:

- ❑ Read *Ballad of Birmingham* by Dudley Randall
- ❑ Complete Vocabulary Notebook – sacred, commemorate
- ❑ Be able to pass an oral exam on *both poems*:
  - Explain underlined lines
  - Identify the type of poem
- ❑ Get inspired and write your own ballad about a recent current event, for example: September 11, 2001, Japanese Earthquake and Tsunami, Hurricane Katrina, Hurricane Sandy, etc.

Your poem must:

- ❑ Should be AT least four stanzas
- ❑ Have a clear beginning, middle, and end
- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary.
  - *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Follow the writing timeline in order to **publish it on your blog! – Must include a picture!**

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

7	***Sir Gawain and the Green Knight* – Michael Morpurgo**	Start	
Intro: *Did you like Young Arthur? Here is another tale of chivalry and the knights of the round table. In this legend, an act of chivalry gets one knight into a terrible predicament. Read Sir Gawain and the Green Knight to see if he can escape it.*		Due	

To receive credit for this Project:

- ❑ Read *Sir Gawain and the Green Knight* by Michael Morpugo
- ❑ Complete summary from chronological order timeline
- ❑ Complete High Five Comprehension Questions – Five answers in RACE sentences (High Five Comprehension Questions located on 7th grade blog)
- ❑ Complete Vocabulary Notebook – cumbersome, lanky, unperturbed, demeaning, revere, sever, integrity, daunting → Pass Vocabulary ThatQuiz
- ❑ Complete Grammar and Writing Work (page 154-157) → Pass Grammar ThatQuiz
- ❑ Be able to pass an oral exam on *Sir Gawain and the Green Knight*:
    - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook
    - Answer at least one of your High Five Questions defending with evidence from text

To Pass with Flying Colors:

- ❑ Where did this round table come from? What is the significance? After finding out, does that change your mind about where you sit in our class (the circle tables or the rectangular tables)? Find out and tell me for flying colors!

8	***Limerick – The Scream***	Start	
Intro: *What is he so scared of? After looking at The Scream by Edvard Munch write a limerick describing what the man is screaming about. You must make me laugh!*		Due	

To receive credit for this Project:

- ❑ Read examples of Edward Lear's limericks – link on the 7th grade blog
- ❑ Be able to pass an oral exam on poem:
    - Identify what makes a limerick different than a haiku
    - Where/when did haikus originate?
- ❑ Get inspired by Edward Lear and Edvard Munch and write a HUMOROUS limerick
    - MUST follow the rules of a limerick
    - Identify what an onomatopoeia and alliteration are
- ❑ Follow the writing timeline in order to **publish it on your blog!**
- ❑ Type and print to display on class window

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

9	***Sally Ann Thunder Ann Whirlwind* – Mary Pope Osborne**	Start	
Intro: *You have heard of Davy Crockett before but I bet you have never read about Sally Ann Thunder Ann Whirlwind. Put on your coonskin hat to read this tall tale. Don't forget to look out for why this is considered a tall tale!*		Due	

To receive credit for this Project:

- ❑ Read *Sally Ann Thunder Ann Whirlwind* by Mary Pope Osborne
- ❑ Complete High Five Comprehension Questions – Five answers in RACE sentences (High Five Comprehension Questions located on 7th grade blog)
- ❑ Complete Vocabulary Notebook – forage, oblige, gigantic, varmint → Pass Vocabulary ThatQuiz
- ❑ Complete Grammar and Writing Work (page 148 -151) → Pass Grammar ThatQuiz
- ❑ Be able to pass an oral exam on *Sally Ann Thunder Ann Whirlwind*:
    - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook
    - Answer at least one of your High Five Questions defending with evidence from text
    - Defend why this is a tall tale

To Pass with Flying Colors:

- ❑ Davy Crockett and Mike Fink are examples of real people whose adventures were turned into tall tales. Research one or two of their real life accomplishments. Do their real roles in the American West resemble the roles they play in Sally Ann Thunder Ann Whirlwind?

10	***Acquainted with the Night Response – Robert Frost***	Start	
Intro: *Do you remember when we read Acquainted with the Night during seminar? There was a lot of discussion about who the person in the poem was? Where he/she was going? Why he/she was going there? Now is your chance to write a response poem to the mysterious walker.*		Due	

To receive credit for this Project:

- ❑ Read *Acquainted with the Night* by Robert Frost
- ❑ Complete Vocabulary Notebook – acquainted, proclaimed, luminary (**must know the root in luminary**)
- ❑ Be able to pass an oral exam on *both poems*:
    - Explain underlined lines
    - Identify the mood of the poem – DEFEND your answer
- ❑ Get inspired and write a response to the person in the poem – What would you want to tell them?

Your poem must:

- ❑ Should be AT least four stanzas
- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
    - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
    - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
    - Telling: The haunted house was scary.
    - *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Follow the writing timeline in order to **publish it on your blog!**

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

11	***Poetry Close Read***	Start	
Intro: *We have been reading poetry all year, now is your chance to show off what you know. Remember you must be able to DEFEND your answers with text from the poems!*		Due	

To receive credit for this Project:

- ❑ Read the selection of poems in the packet handed out in class
- ❑ Complete the comprehension questions in the margins of the text and ending multiple choice questions
- ❑ Be able to pass an oral exam on the selected poems:
    - Defend your multiple choice questions
    - Identify what a metaphor, simile, onomatopoeia, alliteration, and personification are

12	***Prometheus and Orpheus***	Start	
Intro: *You have read legends, tall tales, and fables. Now you are ready for the myth! Enjoy Prometheus and Orpheus!*		Due	

To receive credit for this Project:

- ❑ Read *Prometheus and Orpheus*
- ❑ Complete the comprehension questions in the margins of the text and ending multiple choice questions
- ❑ Complete Vocabulary Notebook – aptitude, ascend, inconsolable, infinitely, vengeance → Pass Vocabulary ThatQuiz
- ❑ Be able to pass an oral exam on *Prometheus and Orpheus*:
    - Defend your multiple choice questions
    - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook

13	***Alone – Maya Angelou***	Start	
		Due	

To receive credit for this Project:

- ❑ Read *Alone* by Maya Angelou
- ❑ Be able to pass an oral exam on *both poems*:
    - Explain underlined lines
    - Identify the tone of the poem – DEFEND your answer
    - Identify the type of poem
- ❑ Get inspired and write a poem about any emotion you choose.

Your poem must:

- ❑ Should be AT least four stanzas
- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
    - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
    - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
    - Telling: The haunted house was scary.
    - *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Follow the writing timeline in order to **publish it on your blog!**

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

14	**Create your Own – Flying Colors Extended**	Start	
Intro: *Have you ever read one of the short stories in class and wanted to find out more about a specific subject? Or maybe you were inspired to create something similar to the story? Here is your chance to try it out and create your own project! Out of ideas? Don't worry, you may choose a Flying Colors (from the red boxes only) project and make it worth 1 project point!*		Due	

To receive credit for this Project:

❑ Design and create your own project based on one of the readings from your project tree.

Project Must:

❑ Be approved by Ms. Curry before starting! I will NOT give credit to projects completed before they are approved.
❑ Demonstrate that you have read the selection
❑ Be creative!
❑ Have some writing component – at least one paragraph

OR

❑ Complete one of the **Flying Colors** to a **RED** box – it will count for 1 project point

15	***Free Verse – Langston Hughes***	Start	
		Due	

To receive credit for this Project:

❑ Read *The Negro Speaks of Rivers* by Langston Hughes
❑ Complete question guide following the poem
❑ Be able to pass an oral exam on poem:
- Explain underlined lines
- Identify the type of conflict – Defend your answer
- Identify the type of poem

❑ Get inspired and write your own poem about anything you would like!

Your poem must:

❑ Should be AT least four stanzas
❑ Contain strong images – I can visualize the event from your details
❑ Contain **vivid** verbs and *strong* adjectives
- Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
- A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*

❑ *SHOW* not tell
- Telling: The haunted house was scary.
- *Showing:* The hair on my arms stood up, as I entered the haunted house.

❑ Follow the writing timeline in order to **publish it on your blog!**

To Pass with Flying Colors:

❑ Recite your poem on your blog – Can be a video or just your voice

16-25	***Cyrano de Bergerac – Active Reading and Response to Literature***	Start	
Intro: *Each week we will read Cyrano de Bergerac by Edmond Rostand. You are tasked with the job of completing Active Reading charts (option to complete as a class) and a Response to Literature packet for each Act. Active Reading charts and Response to Literature packets will only be accepted on the DUE DATE! Due dates will be assigned in class because we are reading it together – they will always be due on Thursdays.*		Due	

To receive credit for this Project:

- ❑ Complete Active Reading charts – can be completed alone or with the class (worth one point)
- ❑ Complete Response to Literature packet – in COMPLETE sentences with evidence!
- ❑ Be able to pass oral exam on each Act by:
    - Answering at least one comprehension question
    - Explain random selection from act

26	***It's not a nose; it's a hose!***	Start	
		Due	

To receive credit for this Project:

- ❑ Reread the speech Cyrano makes in Act I, Scene IV about his nose
- ❑ Identify at least two metaphors
- ❑ Create a metaphor or simile describing Cyrano's nose as he does
- ❑ Illustrate your metaphor or simile Your illustration:
    - Needs to be in color—NO erase marks – needs to look neat, with effort put into it
    - Must clearly show Cyrano and your metaphor or simile
- ❑ Post illustration to your blog – post should include what a metaphor or simile is

27	***Interview an Expert***	Start	
Intro: *Ragueneau is an expert chef. Who do you know that is an expert in their field? Conduct an interview to find out more about their field of study.*		Due	

To receive credit for this Project:

- ❑ Conduct an interview with someone you know that is an expert in something – (a doctor, engineer, chemist, etc.) – Choose something you are interested in!
- ❑ Ask them at least 15 questions – questions should be approved by Ms. Curry before the interview
- ❑ Expert CANNOT be related to you – share them with your classmates if there is someone in your family
- ❑ Record the interview on video or voice recording – if this is not possible a picture with your expert is a MUST!
- ❑ Display what you learn from your expert on your blog – blog post should include an introduction as to how this is connected to *Cyrano de Bergerac*. This can include the video or voice recording or a transcript of what you asked and how they answered.

28	***The Art of French Cuisine***	Start	
Intro: *Become Chef Ragueneau and create a French cuisine to share with the class.*		Due	

To receive credit for this Project:

- ❑ Choose a French cuisine to cook; if mentioned in *Cyrano de Bergerac* you get **Flying Colors!**
- ❑ Write the recipe with step-by-step instructions to make your cuisine – should be **posted on your blog!**
- ❑ Create a video of yourself making the dish – your parents should not make it for you! If you do not have access to a video camera then take pictures of yourself making the dish – **post to your blog!**
- ❑ You do not need to bring in enough to share with the class, but you may if you want!

29	***What is it like now?***	Start	
		Due	

To receive credit for this Project:

- ❑ Choose any **scene** from *Cyrano de Bergerac* to rewrite using contemporary language, society, and humor. Characters and storyline should remain the same.
- ❑ Follow the writing timeline in order to **publish it on your blog!**

30	**Eulogy**	Start	
*****SPOILER ALERT*****		Due	

To receive credit for this Project:

DO NOT CONTINUE READING if you have not read the end of the play – you will find out the ending

- ❑ Write a eulogy for Cyrano de Bergerac
- ❑ A eulogy includes an evaluation of the person's life and achievements as well as personal qualities – it can be humorous.
- ❑ Present your eulogy (video or just your voice) on your blog!
- ❑ Should be at least 20 sentences long

Writing

Core Knowledge Learning Targets/California Language Arts Standards

I. WRITING AND RESEARCH
   i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
II. VOCABULARY
   i. Mal, Juro, Curro, Sequi/Sec, Bene
   ii. Ab, Circum, Demos, Erro, Fragilis
   iii. Auto, Volvo, Trans, Super, Morphe
   iv. Ex, Hyper, Hypo, Pan, Pro

7RW1.3 Vocabulary and Concept Development: Clarify word meanings through the use of definition, example, restatement, or contrast.
7RW1.2 Vocabulary and Concept Development: Use knowledge of Greek, Latin, and Anglo- Saxon roots and affixes to understand content-area vocabulary.
7WS1.2 Organization and Focus: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
7WS1.3 Organization and Focus: Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.
7WS1.4 Research and Technology: Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
7WS1.5 Research and Technology: Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
7WS1.7 Evaluation and Revision: Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

RED BOXES = Foundation Projects

BLUE BOXES = Project counts for Literature/Poetry Grade **AND** Writing Grade

GREY BOXES = ThatQuiz Tests

GREEN BOXES = Independent Projects – There is no guaranteed class time to work on these projects. Coordinating Foundation Project needs to be completed before Independent Project can be worked on.

1-4	**Journal Entries #10-12 / Informational Summary**	Start	
Intro: *What do you think? Here is your chance to voice your opinion on a range of topics. Topics will usually always have to do with one of your readings from the Literature and Poetry section. Journal entry time will* ***not*** *always be given in class.*		Due	

To receive credit for this Project:

- ❑ Answer Topic Question in your journal
  - You will be given several Topic Question options each time
  - Topic Questions will usually deal with one of your readings
  - Some topics may require extra research
  - MUST be at least 150 words to receive credit.
- ❑ Journal Entry should:
  - Always follow five paragraph template
  - Have a hook, thesis statement, AND topic sentences!
  - Be legible!
- ❑ You will receive **ONE** project point for entries written and turned in on the DUE DATE. Late journal entries WILL NOT be accepted.

5-8	**Greek and Latin Roots Unit #8-11**	Start ☛	
Intro: *It is estimated that if you read for thirty minutes a day, you will be exposed to an average of one million words by year's end. How many of those words will be new and unknown to you? Studying Greek or Latin word stems can open up vocabulary acquisition for hundreds of unknown words found while reading.*		Due	

To receive credit for this Project:

- ❑ Organize index cards, matching roots with words – this is your tool to study while you are at school
- ❑ Complete graphic organizer – this is your tool to study while at home
- ❑ Be able to pass ThatQuiz Exercises I and II:
  - Exercise I: Fill in the blank with vocabulary words
  - Exercise II: Match the synonyms

	Word Wall Vocabulary Short Story	Start ☛	
Intro: *You get one word a day. Can you create a masterpiece short story using at least 15 words? You will NOT be guaranteed class time to work on this short story.*		Due	

To receive credit for this Project:

- ❑ Write a short story using at least 15 of the Daily Spark Vocabulary words correctly
- ❑ Short story can be any genre but should:
  - Always follow the five elements of plot
  - Be at least one typed page in length – 500 words
- ❑ Follow the writing timeline in order to **publish your short story to the blog.**

	Creative Writing Short Story	Start ☛	
Intro: *When you are not answering a journal topic you will start becoming the next J.K. Rowling or Rick Riordan. Now is your chance to write about whatever you would like. Creative writing time will* ***not*** *always be given in class.*		Due	

To receive credit for this Project:

- ❑ This is where your creativity comes to life. Write a story intended to become a book.
- ❑ Credit will be given when a developed story is written with a clear beginning, middle, and end.
- ❑ At least 500 words

Independent Reading

Core Knowledge Learning Targets/California Language Arts Standards

1	***Independent Reading Pie***	Start	
Intro: *Remember those numbers! ~ It is estimated that if you read for thirty minutes a day, you will be exposed to an average of one million words by year's end. So we need to get reading!*		Due	

To receive credit for this Project:

- ❑ Read a book of your choosing.
- ❑ Once you read 50 pages or after you finish the book pas an oral exam to fill in a "slice" on the reading pie
    - 1 slice for each 50 pages
    - 3 slices for reading entire book
    - Maximum of 6 slices
- ❑ Oral Exam will include any and/or all of the following:
    - Title
    - Author
    - Genre
    - Explain random selection
    - Rate it 1 – 5.

To Pass with Flying Colors:

- ❑ Write a book review and post it in the library and on your blog!

2	***Required Independent Reading Pie***	Start	
Intro: *Remember those numbers! ~ It is estimated that if you read for thirty minutes a day, you will be exposed to an average of one million words by year's end. So we need to get reading!*		Due	

To receive credit for this Project:

- ❑ After reading required short stories in class (in a group or independently) pass an oral exam
- ❑ Oral Exam will include any and/or all of the following:
    - Title
    - Author
    - Genre
    - Explain random selection
    - Rate it 1 – 5.
- ❑ One short story/50 pages = 1 slice (maximum of 3 slices)
- ❑ Required Readings: *Secret Life of Walter Mitty* by James Thurber, *Bernice Bobs her Hair* by F. Scott Fitzgerald, *The Great Gatsby* by F. Scott Fitzgerald, *The Grapes of Wrath* by John Steinbeck

To Pass with Flying Colors:

- ❑ Write a book review and post it in the library and on your blog!