

NAME:

Section:

Date Received:

Date Due: The first day of the 2018-2019 school year!

Incoming English 9 Summer Reading: Book Talk Project

As the assessment for your summer reading, you will hold a book talk on the book that you selected to read. Think of this as a presentation for you to convince your audience (your classmates and teacher) why we should all want to read this book, too. In order for you to do this, there is a list of questions for you to consider as you hold your book talk. **You don't have to answer every single one of these questions, nor are you limited to these questions alone; this is simply a place for you to begin your exploration** and figure out what you want to say about your selected book. Notes for your presentation are encouraged. You will be graded on the attached rubric.

Questions to Consider:

- What did this book make you think about in your own life?
- What did this book make you think about in the outside world?
- Which other books does this remind you of? Why?
- How does the main character feel in this book? Have you ever felt that way? When?
- What **didn't** make sense to you in this book?
- What do you think the author is trying to say?
- Is this an author you would like to read more from? Why?
- Which words were hard to read in this book? What skills did you use to get around this? How will you remember these words for the next time you see them?
- Which strategies did you use as a reader to get through this book? How did they help you specifically?
- How did this book touch your heart?

Please be sure when you are selecting a book to read that you are choosing a book at a ninth grade(ish) reading level – NO Diary of a Wimpy Kid.

The more that you think about the above questions with respect to your book, the better your book talk will be. This will be one of your first grades in this class, and is a class work grade. Please turn this sheet over to view the rubric.

Category	Below Expectation	Approaching Expectation	Met Expectation	Exceeded Expectation
Relevance and Accuracy	The student's presentation does not move beyond a vague discussion of the book, or the comments the student makes are irrelevant to the assignment.	While the student may make some off-topic observations, the student is generally attempting to answer the provided questions with some degree of depth.	The student answers a number of the provided questions and attempts to move beyond them in their own way. The answers that the student provides are logical and well thought out.	The student provides a clear analysis of the text either by way of their own line of questioning or through a thorough examination of their own developed questions. The student is very thoughtful and logical.
Preparedness and Professionalism	The student appears very unprepared and conducts their behavior in a way that goes against classroom expectations.	While the student seems generally prepared, the presentation still has major areas that lack clarity and structure that impedes understanding. The student's behavior is generally appropriate.	The student's presentation is well rehearsed and clearly supplemented by practice and preparation. The student's behavior is in line with the classroom guidelines.	The student is very well prepared, whether it be through overall behavior or the presence of notes to supplement the presentation. The student is a model for others as to embodying classroom guidelines.
Appropriateness of Presentation	The text is far below grade level or inappropriate for the task at hand.	The text is close to grade level, but the text itself is inappropriate for the task at hand.	The text is at grade level, and the text itself is appropriate for the book talk.	The text is at grade level or above, and the text itself fits clearly with the task at hand.
Overall Presentation Quality	The student is unclear or inaudible in speech; the student's body language is inappropriate.	The student's speech is mostly clear and articulate; the student's body language is mostly appropriate.	The audience clearly and easily hears the student; the student's body language is appropriate for the task.	The student is a model for presentations for the class; the student is easily heard and clearly understood by all.

EXTRA CREDIT: Student brought in a copy of their selected book talk book Y/N

Overall Score: _____

Comments: