“Pleasure Read”/Choice Work Book Talk

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| **Book Talk Rubric** | **Exemplary****20-17** | **Average****16-14** | **Unsatisfactory****13-0** | **Weight** |  |
| **Content****Standard: ELACC11SL4, RL2,3,4,5** | The presentation contains all necessary requirements with insightful, complete information that focuses on reading as a means to enhance one's own writing:   1. A title slide (title, author, genre, your name)2. Other works by the author3. Basic literary elements4. Why you like the work5. Memorable quotes/passages6. Who should read it & why7. Elements that could apply to others' writing | The presentation contains all requirements but may lack insight and/or focus on reading as a means to enhance one's own writing. | The presentation is missing elements or does not attempt to focus on reading as a means to enhance one's own writing. | **\_\_\_\_\_x3** |  |
| **Presentation****(Slide layout, graphics, transitions, sound)****Standard: ELA11SL5,6** | The presentation is clearly organized, flows well, and is easy to follow. The student has used creative layouts, graphics, fonts, transitions, and sounds to capture and sustain the audience’s attention.   | The presentation is organized and is easy to follow. The student has used some creative layouts, graphics, fonts, transitions, and sounds to capture and sustain the audience's attention, but some parts of the presentation do not flow well or have limited effects. | The presentation lacks organization and/or is difficult to follow. While some attempt may have been made to incorporate creative layouts, graphics, fonts, transitions, and/or sounds, little consideration of audience is evident **OR** the student make little to no attempt to enhance the presentation. | **\_\_\_\_\_x1** |  |
| **Conventions****Standard: ELACC11L1,2,3** | The presentation has no major conventional errors (fragments, run-ons, subject-verb agreement, pronoun-antecedent agreement) and no distracting spelling errors.  | The presentation has no more than one major conventional error and any spelling errors to not distract the audience from the content of the presentation. | The presentation has multiple major conventional errors and/or a pattern of distracting spelling errors that distract the audience from the content of the presentation. | **\_\_\_\_\_x1** |  |

**ELACC11RL2,3,4,6—Key Ideas and Details/Craft and Structure—2:** Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**3:** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **5:** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**ELA11SL4,5,6—Presentation of Knowledge and Ideas Organizational Structure—4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. **5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **6:** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

**ELA11L1,2,3—Conventions of Standard English/Knowledge of Language—1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American English*) as needed.

**2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.