

By the end of each quarter, students are expected to read a novel of their choosing. I will provide recommendations, but having students self-select texts will address the requirements of MN State Standard 9.4.10.10. Students will then be asked to **create a Piktochart based on their novel**. This piktochart should address **all five elements of literature** as well as an **evaluation** of the work as a whole.

I chose to have the assignment focus on the elements of literature, because understanding these elements and their role in a piece of literature is a clear demonstration of reading comprehension. Assessment for this project is based off of the following rubric and will assess only the Piktochart. The text in the “Meets Standard” column is taken directly from the MN ELA State Standards for grades 9-10. Any additions are in parentheses. The text in “Exceeds Standard” is taken directly from the 11-12 grade standards for the same skills. This rubric addresses both the content and appearance elements of the Piktochart. The majority of points will be awarded based on academic content of the poster relating to the novel, but the poster’s layout and appearance will also be assessed. See rubric for the specific State Standards to be assessed.

After completing the piktochart, the whole class will participate in a poster session. Students will be expected to talk about various elements of their novel and piktochart, but this will not be a formal presentation, nor will it be graded. The goal of the poster session is to allow students to celebrate their product (the piktochart) and “sell” their book to their classmates. The rubric clearly describes what high-quality work looks like and the publicness of presenting the product to the classmates will encourage students to create high-quality work.

Through observation of the poster session and analysis and assessment of the piktocharts, I will be able to see any gaps in the students understanding in the elements of literature or components of a book evaluation. This activity will also help me to select high-quality books for literature focus because I will have a deeper understanding of the students interests in literature, as well as their ability to engage with texts of varying difficulty.

	<b>4-Exceeds Standard</b>	<b>3-Meets Standard</b>	<b>2-Partially Meets Standard</b>	<b>1-Does Not Meet Standard</b>	<b>0</b>
<b>Plot</b> 9.4.2.2	<b>Determine two or more themes or central ideas</b> of a text and analyze their development over the course of the text, <b>including how they interact and build on one another to produce a complex account</b> ; provide an objective summary of the text.	Determine a theme or <b>central idea of a text and analyze in detail its development over the course of the text, including how it emerges</b> and is shaped and refined by specific details; <b>provide an objective summary of the text.</b>	Determine the central idea of a text and <b>superficially analyze its development</b> over the course of the text; provide an objective summary of the text.	Determine the central idea of the text <b>without analysis of its development</b> ; provide a summary that is either <b>non-objective or incomplete.</b>	Not Present
<b>Characters</b> 9.4.3.3	<b>Analyze the impact of the author’s choices</b> regarding how to develop and relate elements of a story or drama ... <b>(specifically) how the characters are introduced</b> and developed.	<b>Analyze how complex characters</b> (e.g., those with multiple or conflicting motivations) <b>develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</b>	Analyze how characters <b>interact with other characters, and advance the plot or develop the theme.</b>	<b>List the characters that are relevant</b> to the plot or develop the theme.	Not Present

<p><b>Setting</b> 9.4.1.1</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including <b>determining where the text leaves matters uncertain (regarding the setting of the novel).</b></p>	<p><b>Cite strong and thorough textual evidence</b> to support analysis of what the text says explicitly as well as inferences drawn from the text <b>(regarding the setting of the novel).</b></p>	<p><b>Cite some textual evidence</b> to support analysis of what the text says explicitly as well as inferences drawn from the text <b>(regarding the setting of the novel).</b></p>	<p><b>Cite no textual evidence</b> to support analysis of what the text says explicitly as well as inferences drawn from the text <b>(regarding the setting of the novel).</b></p>	<p>Not Present</p>
<p><b>Themes</b> 9.4.2.2</p>	<p><b>Determine two or more themes</b> or central ideas of a text and analyze their development over the course of the text, <b>including how they interact and build on one another to produce a complex account...</b></p>	<p><b>Determine a theme</b> or central idea of a text <b>and analyze in detail its development over the course of the text</b>, including how it emerges and is shaped and refined by specific details...</p>	<p><b>Determine a theme</b> or central idea of a text <b>superficially analyze its development</b> over the course of the text...</p>	<p><b>Determine a theme</b> or central idea of a text <b>without analysis of its development</b> over the course of the text...</p>	<p>Not Present</p>
<p><b>Style</b> 9.4.5.5</p>	<p><b>Analyze how an author's choices</b> 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) <b>contribute to its overall structure and meaning as well as its aesthetic impact.</b></p>	<p><b>Analyze how an author's choices</b> concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) <b>create various effects on the work.</b></p>	<p><b>Superficially analyze how an author's choices</b> concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) <b>create various effects on the work.</b></p>	<p><b>Describe an author's choices</b> concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).</p>	<p>Not Present</p>
<p><b>Evaluation</b> 9.9.7.7 Was the book worth reading? Should others read it? How does the work influence the reader? What were the author's goals and were they achieved?</p>	<p>Understand, analyze, and <b>evaluate (the work as a whole with superb reasoning and textual evidence).</b></p>	<p>Understand, analyze, and <b>evaluate (the work as a whole with sufficient reasoning and textual evidence).</b> See key questions.</p>	<p>Understand, analyze, and <b>evaluate (the work as a whole with some reasoning and textual evidence).</b></p>	<p>Understand, analyze, and <b>evaluate (the work with little or no reasoning and textual evidence).</b></p>	<p>Not Present</p>
<p><b>Product</b> 9.9.4.4</p>	<p>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest (and demonstrate professionalism).</p>	<p>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence OR to increase interest.</p>	<p>Make use of digital media to present findings, reasoning, and evidence.</p>	<p>Not Present</p>