#### **2015-16 It’s Friday, What Have You Been Reading?**

**Blog Guidelines**

#### **Post/Blog Guidelines**

#### **Think about your *digital privacy*:**

* Use your first name only to identify yourself.
* Leave off your home email, your street address, phone number, or school name.
* Don’t share specifics of your daily routines that involve time and location (ie where & when your soccer practice is)

#### **Think about the *tone* of your comment*:***

* Be polite, friendly, and encouraging.
* Have some humour, but be careful with sarcasm.
* If you disagree, don’t be rude about it; give your reasons why you disagree

**Think about the *content* of your comment:**

* Keep your comment on topic and make sense. Say something about the original post.
* Be more formal than you would in real life, but not stuffy.
* Avoid texting shortcuts like *u* for *you* and *l8r* for *later*, and only use one emoticon if you need to.
* Sometimes a question added at the end is okay if followed with a because statement.
* Stay on topic and be concise.
* Refer to person’s name, and book title from video.
* Include literary concept with relevant evidence
* Response should be approximately 3-4 sentences.

#### **Think about *conventions* of your comment:**

* *Try to fix your spelling mistakes*:*Use capitals in the right places*: people’s names, places, the beginning of a sentence, and on “I” –*no evil i’s*. All capitals is like yelling.
* *Punctuate properly*: period at the end of a sentence, space after a period, comma, or end bracket. One “!” will do: you don’t need a string of exclamation marks.
* Remember, you are putting your best self forward, so polish your comments.

**Source: Hagerty Class 2015 and http://huzzah.edublogs.org/commenting-guidelines/**

Weekly Blog: Post a Response

|  |  |  |  |
| --- | --- | --- | --- |
|  | **0-1** | **2-3** | **4-5** |
| Work HabitAssignment | Student responses show limited quality and has difficulty with attending to requirements. Missing responses. | Student often submits quality responses each month. They are often accurate neat, legible and attends to most of the requirements. Missing responses. | Student submits quality responses each month. They are accurate, precise, neat, legible, attends to requirements). Responses are turned in on time, and made up work in a timely manner.  |
| W10: Write routinely for a range of discipline-specific tasks, purposes, and audiences. | Response is missing at least three of the posting guidelines.  | Response follows **most** of the posting guidelines. | Response follows **all** posting guidelines |

**Video Guidelines:**

1) Develop and plan a clear focus for your video project before you begin.

2) If working with a partner, how will the work be divided?

3) Submit a draft of what you (or each person if partnering up) will say.

4) Draft must be shared with teacher one week prior to videotaping.

4) Speaking roles should include a “because” statement

5) Choose a literary element to focus on (plot, character, theme, character growth, etc.)

6 What is the important idea?

7) Make a specific connection to a previous book

8) Give **two** pieces of evidence

9) Practice

10) Be creative with your word choice and use vocabulary words

11) Include the book

12) Don’t chew gum

13) Don’t spoil the ending!

**Weekly Blog: Video Presentation Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **0-1** | **2-3** | **4-5** |
| Work HabitPreparedness | Student is not ready to presentMaterials are missingNeeds several remindersLimited responsibility and effort | Student is ready to presentProduced all materialsMore practice is neededLimited effort  | Student is ready to presentProduced all materialsPresentation is well rehearsedEffort was evidentResponsibility was evident  |
| RL3. 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. | Shows limited understanding of plot and/or character development. | *Shows satisfactory understanding of plot and/or character development.**One or more of the following may apply:*\*Only one example of direct evidence was used.\*Some evidence was not relevant.\*Some evidence was not analyzed.  | I can cite and analyze two pieces of **relevant** evidence **Advanced**Example 1: Analyze how particular elements of a story or drama shapes the characters or plot.Example 2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| L4: Communicates information in a logical/focused format that is easy to understand by the audience.Communicates using presentation skills outlined below. | Information may not have focus or sequenced in a logical approach.Student demonstrates limited use of one or more areas of presentation skills.  | Information may not always be focused or logical but is still understood by audience.Student often communicates using presentation skills. | Communicates information in a logical/focused format that is easy to understand by the audience.Student consistently uses presentation skills. |

**Presentation Skills**

**\_\_\_\_\_Volume:** Presenter’s voice needs to be loud enough to be heard by all audience members throughout the presentation.

**\_\_\_\_\_Clarity:** The words are clear to audience members and the words have not been mispronounced.

**\_\_\_\_\_Expression:**

* **Verbal Expression:** The presenter’s voice should use inflection (tone) that suggests enthusiasm and interest.
* **Non-Verbal Expression:** Facial expressions, and gestures are observed throughout presentation.

**\_\_\_\_\_Pacing:** Pauses were purposeful and no vocabulary fillers (um, uh, er).

**\_\_\_\_\_Posture and Eye Contact:** Speaker is standing straight and looks comfortable. Eye contact is established with the audience throughout presentation.

**Presentation Ideas**

Add Background

Add Props/Costumes

Book Club

Book
Trailer

Clue (Who dunnit?)

Compare and contrast (opinions of same book) (Protagonist/antagonist)

Create a skit

 \*talk show

 \*game show

 \*story event

 \*interview

 \*debate/argument

Point of view - main character

Pow-Toon

Puppet show

Setting (historical fiction)

Song or poem

Use different voices