

PERSUASIVE ADVERTISEMENT FOR A NOVEL

Performance Standard 3C.D

Create a poster and write a review to persuade classmates to read a novel accordingly:

- *Using a poster to communicate:* Use creativity (e.g., vivid details, insightful comparisons, novel ideas) to convey intended message; consistently convey message in poster format.
- *Using correct paragraph form:* Clearly define position; include all elements of a paragraph: beginning (topic sentence), middle, ending (concluding sentence), details; indent paragraph.
- *Developing paragraph content:* Consistently support position throughout paper; consistently use details to support or elaborate upon the topic sentence; consistently provide text-based support; use an effective concluding sentence.
- *Applying paragraph conventions:* Consistently use appropriate sentence structure, use appropriate spelling, subject/verb agreement, age-appropriate capitalization and punctuation.

Procedures

1. *In order to communicate ideas in writing to accomplish a variety of purposes (3C)*, students should experience sufficient learning opportunities to develop the following skills:
 - Use appropriate language, detail, and format for a specified audience.
 - Use the characteristics of a well-developed narrative, expository, and persuasive piece.
 - Write creatively for a specified purpose and audience (e.g., short story, poetry, play, rap, parody).
 - Use available technology to design, produce, and present compositions and multimedia works.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Model an example of this activity on the overhead or board following brainstorming to generate ideas. The student should have read several novels and should be familiar with persuasive writing, book reviews, and advertisements that include print and graphics. Have students review and discuss the task to be completed and how the rubric will be used to evaluate it.
4. Ask each student to design a poster that will encourage others to read the book he/she has read. The poster should include the following:
 - Student's name (on the back of the poster),
 - Book title, author, publisher and copyright date,
 - Two meaningful quotations from the novel,
 - Analysis and explanation of how the chosen quotations are important to the text,
 - Visual representations of main characters with descriptive captions,
 - Attention-grabbing phrase "selling" the novel to the viewer, and
 - A one-sentence theme statement.
4. Ask each student to write a review of the book that includes text-based support and persuades classmates to read the book.
5. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow

Time Requirements

- Five class periods

Resources

- Copies of the assignment
- Novels
- Technology (if available)
- Examples of advertisements
- Art supplies
- Persuasive Advertisement For A Novel Rubric

Source: Adapted from Khuta, Katherine W. Kuta, *What a Novel Idea*. Englewood, Colorado: Teacher Idea Press, 1997, 68-70.

PERSUASIVE ADVERTISEMENT FOR A NOVEL

NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 - 10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	Poster	Paragraph Form	Paragraph Content	Paragraph Conventions
4	<ul style="list-style-type: none"> • Consistently uses creativity (e.g., vivid details, insightful comparisons, novel ideas) to convey intended message. • Consistently utilizes poster format. 	<ul style="list-style-type: none"> • Position is clearly defined. • Includes all elements of a paragraph: <ul style="list-style-type: none"> ○ Beginning (topic sentence) ○ Middle ○ Ending (concluding sentence) ○ Details • Indents paragraph. 	<ul style="list-style-type: none"> • Consistently supports position throughout paper. • Details consistently support/elaborate the topic sentence. • Consistently provides text-based support. • Effective concluding sentence. 	<ul style="list-style-type: none"> • Consistently demonstrates use of conventions: <ul style="list-style-type: none"> ○ Mastery of sentence structure. ○ Uses appropriate spelling ○ Subject/verb agreement. ○ Age-appropriate capitalization and punctuation. ○ No major errors in proportion to amount of writing.
3	<ul style="list-style-type: none"> • Usually uses creativity (e.g., vivid details, insightful comparisons, novel ideas) to convey intended message. • Usually utilizes poster format. 	<ul style="list-style-type: none"> • Position is defined. • Includes most elements of a paragraph: <ul style="list-style-type: none"> ○ Beginning (topic sentence) ○ Middle ○ Ending (concluding sentence) ○ Details 	<ul style="list-style-type: none"> • Usually supports position throughout paper. • Details usually support/elaborate the topic sentence. • Usually provides text-based support. • Effective concluding sentence. 	<ul style="list-style-type: none"> • Usually demonstrates use of conventions: <ul style="list-style-type: none"> ○ Mastery of sentence structure. ○ Uses appropriate spelling ○ Subject/verb agreement. ○ Age-appropriate capitalization and punctuation. ○ Few major errors in proportion to amount of writing.
2	<ul style="list-style-type: none"> • Occasionally uses creativity (e.g., vivid details, insightful comparisons, novel ideas) to convey intended message. • Occasionally utilizes poster format. 	<ul style="list-style-type: none"> • Position is implied/suggested. • Includes some elements of a paragraph: <ul style="list-style-type: none"> ○ Beginning (topic sentence) ○ Middle ○ Ending (concluding sentence) ○ Details 	<ul style="list-style-type: none"> • Occasionally supports position in the paper. • Details occasionally support/elaborate the topic sentence. • Occasionally provides text-based support. 	<ul style="list-style-type: none"> • Occasionally demonstrates use of conventions: <ul style="list-style-type: none"> ○ Mastery of sentence structure. ○ Uses appropriate spelling ○ Subject/verb agreement. ○ Age-appropriate capitalization and punctuation. ○ Few major errors in proportion to amount of writing.
1	<ul style="list-style-type: none"> • Seldom/never uses creativity (e.g., vivid details, insightful comparisons, novel ideas) to convey intended message. • Seldom/never utilizes poster format. 	<ul style="list-style-type: none"> • Position is absent. • Includes few/no elements of a paragraph: <ul style="list-style-type: none"> ○ Beginning (topic sentence) ○ Middle ○ Ending (concluding sentence) ○ Details 	<ul style="list-style-type: none"> • Seldom/never supports position in the paper. • Details seldom/never support/elaborate the topic sentence. • Seldom/never provides text-based support. 	<ul style="list-style-type: none"> • Seldom/never demonstrates use of conventions: <ul style="list-style-type: none"> ○ Mastery of sentence structure. ○ Uses appropriate spelling ○ Subject/verb agreement. ○ Age-appropriate capitalization and punctuation. ○ Major errors in proportion to amount of writing.
Score				

Book Review

Title: There's a Boy in the Girls' Bathroom

I think "There's a Boy in the Girls' Bathroom" is really funny. It is really funny because Bradley tried to shoot a ball in the basket and he couldn't. It will entertain you by the game they play and the characters at Sarah's Birthday party. It will also help you learn a lesson. Once you read the first page, you will be able to predict what the story will be about. The story will be about a boy named Bradley who hates everybody. In the end, he goes to a boys house to go to a girl named Sarah's birthday party where he actually has a good time!

By:

~~There's a boy in the girls' bathroom~~

~~by Louis Sachar~~

~~published by Alfred A Knopf~~

~~in 1987~~

~~1987~~

I hate you!
I hate everybody!

This quotation is important to the text because almost all through the story, Bradley is bad and he hates everybody's

I apologize for talking about you. Please except my apology.

This quotation is important to the text because it shows Bradley's attitude becoming better. He starts to act good and apologizes for his bad behavior.

Do you want something funny that you will learn a lesson from? You need. There's a boy in the Girls' bathroom.



The story is about a boy who is very bad and hates people, but he apologizes and begins to have more friends.

Title: There's a Boy in the Girls Bathroom Book Review

The story is about a boy named Bradley and he is the most hated boy in school. When he gets a friend he thinks he's tough. He tries to tempt his new friend to do bad things. He tries to get him to hate girls. He tries to get him to beat up girls. He tries to get him to act mean. But most importantly he tries to get him to go into the girls bathroom.

There's a boy in the girls bathroom.

Louis Sachar

Random House

1987

"Girls Kick"

"They don't know how to punch."

Bradley wants to fight a girl. He thinks they only kick.

Bradley thinks don't punch. After the fight Bradley leaves with a black eye.

If you're a fan of comedy this book is like a beautiful dream come true.

When Bradley get a friend it takes over

Bradley

50% Jeff

25% Bibber
EVA

100% Moon

Jeff

50% Bradley

25% Dimples

100% Nice

Bradley

Dimples

Nice

