STANDARDS ADDRESSED IN *THE BOY ON THE WOODEN BOX* PROJECT

[CCSS.ELA-LITERACY.RL.6.1](http://www.corestandards.org/ELA-Literacy/RL/6/1/)

**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

[CCSS.ELA-LITERACY.RL.6.2](http://www.corestandards.org/ELA-Literacy/RL/6/2/)

**Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

[CCSS.ELA-LITERACY.RL.6.3](http://www.corestandards.org/ELA-Literacy/RL/6/3/)

**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.**

[CCSS.ELA-LITERACY.RL.6.9](http://www.corestandards.org/ELA-Literacy/RL/6/9/)

**Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**

[CCSS.ELA-LITERACY.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/)

**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

[CCSS.ELA-LITERACY.RI.6.3](http://www.corestandards.org/ELA-Literacy/RI/6/3/)

**Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**

[CCSS.ELA-LITERACY.W.6.1.B](http://www.corestandards.org/ELA-Literacy/W/6/1/b/)

**Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**

[CCSS.ELA-LITERACY.W.6.1.D](http://www.corestandards.org/ELA-Literacy/W/6/1/d/)

**Establish and maintain a formal style.**

[CCSS.ELA-LITERACY.W.6.2.B](http://www.corestandards.org/ELA-Literacy/W/6/2/b/)

**Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

[CCSS.ELA-LITERACY.W.6.2.F](http://www.corestandards.org/ELA-Literacy/W/6/2/f/)

**Provide a concluding statement or section that follows from the information or explanation presented.**

[CCSS.ELA-LITERACY.W.6.3](http://www.corestandards.org/ELA-Literacy/W/6/3/)

**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

[CCSS.ELA-LITERACY.W.6.3.B](http://www.corestandards.org/ELA-Literacy/W/6/3/b/)

**Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

[CCSS.ELA-LITERACY.W.6.7](http://www.corestandards.org/ELA-Literacy/W/6/7/)

**Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**

[CCSS.ELA-LITERACY.W.6.10](http://www.corestandards.org/ELA-Literacy/W/6/10/)

**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

[CCSS.ELA-LITERACY.WHST.6-8.5](http://www.corestandards.org/ELA-Literacy/WHST/6-8/5/)

**With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**

CA STANDARD: VISUAL ARTS

**2.6 Use technology to create original works of art.**

**SCORING SHEET FOR *THE BOY ON THE WOODEN BOX* FINAL PROJECT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NAME OF****WRITTEN PIECE** | **ROUGH****DRAFT** | **PRROF OF REVISION** | **FINAL****DRAFT** | **COMPOSITE****SCORE** |
| 1) summary of the text |  |  |  |  |
| 2) an essay on the setting |  |  |  |  |
| 3) some unanswered questions |  |  |  |  |
| 4) a different perspective essay |  |  |  |  |
| 5) an essay on theme |  |  |  |  |
| 6) Leon’s transformation as a character |  |  |  |  |
| 7) an essay on the ethics present in the text |  |  |  |  |
| 8) an essay on one rule found in the text |  |  |  |  |
| 9) memorial design |  |  |  |  |
| 10) an essay on what I learned from the text |  |  |  |  |
| 11) research topic related to the text |  |  |  |  |
| 12) an extra resource checked out  |  |  |  |  |
| 13) book cover design |  |  |  |  |

**Every item above should focus on the following objectives:**

1. Does a student show proof of revising his/her thoughts and ideas from the rough draft to the final draft?
2. Does the student successfully address each assigned task using evidence, backing up evidence with explanations and evidence?
3. Does the student follow the basic 3-5 paragraph format for each essay?
4. Is the final essay a published piece that is free from basic grammatical errors?

|  |  |
| --- | --- |
| **ARTISTIC, NEAT, AND CAREFUL WORK** | **ON A SCALE FROM 1 - 10** |
| 1) Are all the essays present and finished polished pieces? Typed? |  |
| 2) Does the artwork in the project reflect the use of technology? |  |
| 3) Is the artwork creative? |  |
| 4) Are there any great differences between rough and final drafts? |  |
| 5) Does the student have all the essays in the correct order with their stamps distinguishing them from one another? |  |
| 6) Did the student use ink, markers, etc… in a clean and neat fashion? |  |
| 7) Are the essays glued down and sewed neatly? |  |

**ORAL PRESENTATION OF RESEARCH**

|  |  |
| --- | --- |
| **ORAL PRESENTATION COMPONENTS** | **ON A SCALE FROM 1 - 10** |
| 1) Value and originality of the research topic? |  |
| 2) Student clearly knows and delivers new information to classmates? |  |
| 3) Eye contact, poise, delivered to student audience |  |
| 4) Introduction, body, and conclusion format in delivery? |  |