Name: _____ Book Title: _____

Literature Circle Social Issues-Packet 1B Next Discussion Date: _____

1.Double-Entry Journal: Making inferences while reading. You must have 2 signposts.

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Evidence from the Text These should be **exact quotations** from your book.	**Signpost**	**My Thoughts….** Signposts, character inferences, wonderings, predictions, connections
Contrast & Contradictions: *The difference is… It matters because...* **Tough Questions:** *This tough question makes me wonder…* **Words of the Wiser:** *The life lesson is… This could affect the character…*		**Aha Moment:** *This realization may change things by…* **Again & Again:** *The author brings this up to show…* **Memory Moment:** *This memory may be important...*
#1 Page #:_____		Answer to signpost question:
#2 Page #2:_____		Answer to signpost question:

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2. Theme: Choose one "big topic" to follow for the rest of the text. How does this topic develop into a theme over the course of the text?

TOPIC IDEAS (A big life topic in the book)

Family **Friendship** **Challenges** **Love** **Social Justice**	**School** **Changes** **Life** **Growing Up** **Acceptance**

Topic:_____

(pick one from above)

*In the **first section** of the book, the theme was* _____

_____.

How does this topic develop during the first part of your novel?
Describe two important events/scenes related to this topic and provide a quote for each event/scene.

Textual Evidence: (_____) Author page #	Textual Evidence: (_____) Author page #
Describe the event/scene:	Describe the event/scene:

3. RL 8.2 & RL 8.1 <u>Supporting a claim with textual evidence:</u>

Make a claim about how the theme of the text relates to the characters, setting, and/or plot. Determine three pieces of evidence to support your claim. Circle your best piece of evidence and explain how it best supports your claim.

In the story _____, by _____ the theme of _____ (influenced, affected, shaped, changed) _____. (circle one) (name of character(s))		
Textual Evidence: (_____) Author page #	Textual Evidence: (_____) Author page #	Textual Evidence: (_____) Author page #
Analysis: *This shows...*	Analysis: *This shows...*	Analysis: *This shows...*

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4. RL 8.4 Vocabulary: Write down three words you didn't recognize or understand from the text and respond to the questions.

Sentence with unknown word underlined	Your guess based on stems and context clues	Dictionary Definition

ELAWORKSHEETS

5. Point of View: Compare and contrast the perspectives of two characters in your book. Choose 2 topics from the list below, or create your own topics, to use for comparison.

TOPIC IDEAS (A big life topic in the book)

Family **Friendship** **Challenges** **Love** **Social Justice**	**School** **Changes** **Life** **Growing Up** **Acceptance**

	Differences	***Similarities***	***Differences***
Topics for Comparison	**Character 1:** _____	**Both Characters** _____ _____	**Character 2:** _____
Topic 1:			
Topic 2:			

ESLWORKSHEETS

7. Discussion Questions: Make a list of specific and thoughtful questions you would like to raise during your group discussion. These questions should help your group think more deeply about the book. This should not be yes or no questions, or questions that can't be answered.

1. _____
_____
_____
_____

2. _____
_____
_____
_____

Assessment:

The following rubric will be used to grade your work:

Grade	*Criteria*
Advanced	◆ All sections of packet are completed. ◆ Double-entry journal contains exact quotations from the text that reveal something important. Student thoughts demonstrate higher level thinking. ◆ Subject and theme are clearly understood and show depth of understanding of the text. ◆ Claim about how the theme of the text relates to the characters, setting, and/or plot is specific and detailed. Text evidence supports the claim and is clearly explained. ◆ Vocabulary work is complete. ◆ Pace of the story in the beginning is clearly explained, and when the pace of the story changes/what causes it to change are clearly explained. ◆ Questions encourage higher-level thinking and can be answered by other group members without being right or wrong.
Proficient	◆ All sections are at least partially filled in. ◆ Double-entry journal contains exact quotations.. Student inferences show some depth of thought. ◆ Subject and theme are clearly understood and show some depth of understanding of the text. ◆ Claim about how the theme of the text relates to the characters, setting, and/or plot is clear. Text evidence supports the claim and is explained. ◆ Vocabulary work shows some effort, but some steps are not complete. ◆ Pace of the story in the beginning is explained, and when the pace of the story changes/what causes it to change are explained. ◆ Questions are adequate and move group discussion forward.
Basic	◆ One section of packet is not completed. ◆ Double-entry journal contains some paraphrasing. Student thinking is obvious, superficial, or too simple i.e. "He is crazy." ◆ Subject or theme is clearly understood and/or lacks depth of understanding of the text. ◆ Claim about how the theme of the text relates to the characters, setting, and/or plot is confusing or unclear. Text evidence somewhat supports the claim and/or is somewhat explained. ◆ Vocabulary work demonstrates little effort. ◆ Pace of the story in the beginning is somewhat explained, and when the pace of the story changes/what causes it to change are somewhat explained. ◆ Questions are basic and do not encourage in-depth discussion.
Minimal	◆ Two or more sections of the packet are not completed. ◆ Very little thought was put into the work – things were written to complete the assignment – but it appears as if this is NOT your best effort.
Missing	◆ Double-entry journal, subject vs. theme, claim about theme, vocabulary, pace of story, discussion, questions