

Name _____ SS _____ Date _____

Book Title _____ Author _____

Book Chat Directions

1. Read the book. *Do not attempt to have a book chat if you have not completely finished the book*
2. Sign up for a book chat in SS class *before the deadline and within 3 weeks after checking the book out.*
3. You must plan to spend at least 15 minutes chatting with one of us.
4. Bring the book and this rubric with you for the book chat.
5. Read the book with this rubric in mind – it will provide relevance. You may want to use a graphic organizer. You are allowed to refer to your notes and the book during our discussion *but remember...it is a conversation!*

Assessment for Informational Text

These are the “talking points” that will guide our book chat.

1. The student must follow the rules and convince us that they have read the book by being able to discuss:
 - Central ideas of the text
 - Details that support the central ideas
 - Presentation of the central ideas
2. Describe the relationships between the parts of the book. How do the chapters get back to the central idea?
3. Describe and give examples of the author’s writing techniques. How is the information of the text presented?
4. What are the different ways that information is conveyed to increase the readers understanding of the central ideas?
5. Explain how the images and graphics in the book increase your understanding of the central ideas of the text.
6. Identify the personalities mentioned in your book that were motivating forces behind the central ideas of the text.
7. Be prepared to discuss one or more of the historical, scientific or cultural references or allusions made by the author. (This asks you to be curious enough to look something up!)

1950s Informational Text Rubric	1 Does not meet standard	2 Partially meets standard	3 Meets standard	4 Exceeds standard
<p><u>CCSS.ELA-LITERACY.RI.8.2</u> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>No central ideas are determined. Student is unable to summarize the book.</p>	<p>Student can identify and discuss one or two central ideas, and can give a limited summary of the book.</p>	<p>Student can identify and discuss the central idea, how it is developed throughout the book and how it is supported by details. Student can summarize the book objectively.</p>	<p>Student can identify and discuss the central idea and several supporting details and how they develop throughout the book. Student can give a detailed objective summary of the book.</p>
<p><u>CCSS.ELA-LITERACY.RI.8.3</u> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Student is unable to discuss the text, and how different ideas, people and events are connected.</p>	<p>Student's discussion of the text is limited. Few connections are made between the ideas, people and events.</p>	<p>Student is able to discuss how the author connects and makes distinctions between different ideas, people, and events throughout the book.</p>	<p>Student is able to discuss how 2 or more ideas develop throughout the book. Strong connections are made between the ideas, people and events of the book.</p>
<p><u>CCSS.ELA-LITERACY.SL.8.1.A</u> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Student is not prepared to discuss the story.</p>	<p>Students are somewhat prepared to discuss the central ideas and the presentation. They can discuss the ideas presented but cannot offer their own opinions.</p>	<p>Student is prepared to discuss not only the central ideas but also the presentation of ideas by the author. Student also can ask a relevant question.</p>	<p>The discussion is a two-way conversation. Student is prepared to not only answer questions, but is ready to pose questions on the higher order of Bloom's.</p>
<p>Presentation</p>	<p>0 to 2</p>	<p>3 to 4</p>	<p>Student is able to confidently and intelligently discuss at least 5 of the 7 talking points.</p>	<p>7</p>
<p>Academic Integrity</p>	<p>It is clear that the student has not read the book or has not read much of the book.</p>	<p>It is clear that the student has not completely read the book or has not read for understanding.</p>	<p>It is clear that the student has read the book and understands it.</p>	<p>The student has shown that they have read and understand the book and have gone beyond the book for understanding of the content.</p>