

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.

Assessment for Fiction

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:
 - Theme
 - Character
 - Setting
 - Plot
2. Describe the relationships between the key characters
3. Describe and give examples of the author’s writing techniques.
4. What *Habits of Mind* did the main character/s display?

Be prepared to discuss examples and how those habits impacted the outcome of the story.
5. Identify a theme in your book that was unique to or definitive of the 1950s.
6. Discuss how the author explores that theme and how the characters handle their circumstances.
7. Be prepared to discuss the historical, scientific or cultural references or allusions made by the author. (This asks you to be curious enough to look something up!)

1950s Fiction Rubric	1 Does not meet standard	2 Partially meets standard	3 meets standard	4 exceeds standard
<p><u>CCSS.ELA-LITERACY.RL.8.9</u>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>No allusions are identified.</p>	<p>Student can identify and discuss one or two historical, scientific cultural or other allusions made in the story</p>	<p>Student can identify and discuss historical, scientific cultural or other allusions made in the story</p>	<p>Student can identify many allusions made in the story and can make connections between them</p>
<p><u>CCSS.ELA-LITERACY.RL.8.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>Student is unable to discuss theme and how it relates to the character, setting and plot.</p>	<p>Student's discussion of the theme is limited. Few connections are made between the theme and the character, setting and plot.</p>	<p>Student is able to discuss how a theme is developed throughout the story and how it relates to the character, setting and plot.</p>	<p>Student is able to discuss how 2 or more themes develop throughout the story. Strong connections are made between the theme and the character, setting and plot.</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 story and the factual background. They can discuss the ideas presented but can not offer their own opinions.</p>	<p>Student is prepared to discuss not only the story, but the factual background of the story and can offer their own reflections and opinions on the ideas presented.</p>	<p>The discussion is a two-way conversation - Student is prepared to not only answer questions, but are 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>