Independent Reading Prompts: Quarter One

You are responsible for demonstrating mastery of paragraphing, comprehension of your text, and proficient text analysis. You will do this by completing between two and four responses by Thursday, October 12, 2017.

1st Prompt Due: Friday, Sept. 1, 2017

As a result of your reading thus far, identify a theme (universal message or truth) conveyed in your independent reading book. (For example, in the text The Giver by Lois Lowry, the author seems to convey the message that conformity is dangerous.) In considering this theme, provide textual evidence that supports this theme.

2nd Prompt Due: Friday, Sept. 15, 2016 (only for those who earned less than an 10/12 on Prompt 1)

Identify a theme conveyed by the book. Analyze how the protagonist's actions or character traits help establish that theme.

3rd Prompt Due: Friday, Sept. 29, 2016

Isolate a line of dialogue OR an incident in your independent reading book and analyze the following: how the dialogue or incident propels the action, reveals aspects of a character, or provokes a decision.

4th Prompt Due: Thursday, Oct. 13, 2016 (only for those who earned less than a 10/12 on Prompt 3)

Analyze how a major event (incident) in your book affects a character's attitude or outlook.

- Your responses will be assessed for a summative grade.

- Please format your paper in the following way each time you submit an assignment:

  In the upper left-hand corner:
  First and Last Name
  8 LA and Class Period
  Teacher's Name
  Date

  On the first lines of your paper:
  Book Title and Author
  Prompt Number

- Each prompt should be addressed using a double-chunk paragraph with a topic sentence, two pieces of text evidence—each introduced properly and followed by thoughtful commentary and analysis—and a concluding sentence (12 points).

Topic Sentence
1- Student offers a topic sentence that includes the title and author and introduces the main idea of the paragraph, and answers the question under consideration. It is clear from the topic sentence what the prompt asked.
0.5- Student offers a topic sentence that includes the title and author and introduces the main idea of the paragraph; however, the student's answer to the question indicates surface-level thinking.
0- Student's topic sentence is incomplete, unclear, or missing (it may not answer the question or have a clear tie to the prompt).

Introduction of Evidence 1	Introduction of Evidence 2
1-Student introduces the quotation with a proper transitional word or phrase, adequate context, as well as a signal phrase that reveals who is speaking.	1-Student introduces the quotation with a proper transitional word or phrase, adequate context, as well as a signal phrase that reveals who is speaking.
0.5-Student introduced quote with transition and/or signal phrase but not adequate context.	0.5-Student introduced quote with transition and/or signal phrase but not adequate context.
0-Student failed to lead in to quotation properly.	0-Student failed to lead in to quotation properly.

Text Evidence 1	Text Evidence 2
2- Student selects the strongest evidence to support the response.	2- Student selects the strongest evidence to support the response.
1.5- Student provides appropriate evidence to support the response, but stronger evidence is available.	1.5- Student provides appropriate evidence to support the response, but stronger evidence is available.
1- Student does not provide adequate textual evidence OR student's evidence does not relate clearly to the claim (the evidence may be relevant but weak because the claim being supported is weak.)	1- Student does not provide adequate textual evidence OR student's evidence does not relate clearly to the claim (the evidence may be relevant but weak because the claim being supported is weak.)
.5- Student references text indirectly rather than providing cited support.	.5- Student references text indirectly rather than providing cited support.
0- Student does not reference the text for support.	0- Student does not reference the text for support.

Commentary 1	Commentary 2
2- Student provides insightful commentary to support response.	2- Student provides insightful commentary to support response.
1.5- Student provides adequate commentary to support response (analysis lacks depth).	1.5- Student provides adequate commentary to support response (analysis lacks depth).
1- Student's commentary is insufficient for one or more of the following reasons: • Student restates the evidence or summarizes plot rather than interpreting the evidence. • Student's commentary is underdeveloped (does not meet the 2-4 sentence requirement). • Commentary is off-topic--does not analyze the evidence in terms of how it relates to the claim. • Other: _____ _____	1- Student's commentary is insufficient for one or more of the following reasons: • Student restates the evidence or summarizes plot rather than interpreting the evidence. • Student's commentary is underdeveloped (does not meet the 2-4 sentence requirement). • Commentary is off-topic--does not analyze the evidence in terms of how it relates to the claim. • Other: _____ _____
0- Student does not provide commentary.	0- Student does not provide commentary.

Concluding sentence
1- Student composes a concluding sentence that effectively summarizes the content of the paragraph.
.5- Student's concluding sentence is off-topic or irrelevant.
0- Student does not offer a concluding sentence.

◯   The student does not have a claim, therefore, the content of the paragraph cannot be graded. The student needs to revise the response, **first indicating a clear answer/claim** and then selecting evidence and developing commentary in support of the claim. Then, the student can resubmit the response for scoring.