

**PURPOSE:**

- develop critical thinking and reading skills.
- develop and articulate legitimate readings of a text.
- reflect on, identify, and demonstrate my reading growth.
- improve my writing and discussion skills.

**STANDARDS:**

- RL.1.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.1.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.2.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.2.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.2.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RL.3.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
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**DIRECTIONS****1. As you read the text...**

- Look for textual evidence of the specific literary elements you were asked to analyze. Designate a different color for each element, and highlight the textual evidence that you find. Be sure to include a key.
- In addition to the highlighting, there should be some written explanation for why you selected that particular piece of evidence. This does not have to be done in full sentences. You may use key words and your own shorthand. This process should take no more than 15 minutes. Be sure to time yourself and ask for help if you are having a hard time staying within that time limit.
- If there are any areas you are confused or have questions about, be sure to write them down and ask them in class. An absence of questions will indicate that you have understood and are comfortable analyzing the text.

**2. Once you have read and marked the text...**

- Choose a journal question from the different options provided.
- Then, use your annotations and color-marking to help you develop an answer.
- Respond to the journal question in writing, on a separate piece of paper.
- Your response should be a paragraph (1 page/7-9 sentences--the actual length may vary depending on many factors, like your handwriting size, for example).
- You should have a topic sentence, internal transitions, embedded quotations within your explanations, and a concluding sentence to summarize the entire paragraph.
- Since the response is so short, be sure to get straight to the point and prove your claim efficiently.

**EXPECTATIONS (You are expected to...)**

- complete your journal entry before the class discussion of the text. These entries form the basis of class discussion.
- be prepared to start and maintain the discussion.
- draw on your journal entries regularly in class discussion.
- add to your annotations during the class discussions; some of your peers have answers to your questions or have noticed something you didn't.
- read your entry in class when/if asked.

Select one of the following items to structure your analysis of text. You may choose the same item for both texts, or choose a different one for each. Be sure to identify which number you are answering in your journal.

1. **Overall meaning:** Identify the most prominent meaning or theme of the text. Is it implicit or explicit? Outline the development of the theme through plot, setting, and/or characters. [Your response should answer the questions “What is the theme?” and “How is it developed?”]
2. **Tone:** Choose **a selection of text** to evaluate tone in in-depth. Describe how diction and/or syntax convey tone. [Your response should answer the questions “What is the tone?” and “How is it developed?”]
3. **Questioning:** Note details or events that seem important and make you take a second look. Note times when you are surprised or puzzled . . . something just doesn’t fit, or items don’t make sense – pose explicitly the questions or problems that occur to you.
4. **Punctuation/Dialogue:** Select **a passage** in which punctuation or dialogue is used for particular effect. What effect is achieved?
5. **Figurative Language:** Look carefully at the figurative language used in **a passage** from the text. Cite specific textual evidence of figurative language and explain how it contributes to the overall meaning and tone.
6. **Shifts:** Note times when your reading *changes*: a) You *see something* you didn’t see before b) You *recognize a pattern* – the images start to overlap, gestures or phrases recur, some details seem associated with each other c) The text suddenly *seems to you to be about something different* from what you thought d) You *discover that you were misreading* e) You *realize* that the writer has *introduced a new context* or perspective.
7. **Connections:** Note ways in which the text makes you speculate about real life or make a connection to another text (intertextuality) or academic discipline.
8. **Pacing:** Evaluate how the pacing of a passage **or** the entire text develops and changes. Analyze how the pacing contributes or develops either the meaning or the tone of either a selection **or** the piece as a whole.
9. **Fiction only:**
  - A. **Setting:** Evaluate how the setting contributes to the overall meaning or tone of the piece.
  - B. **Character:** Outline the development of a character and analyze how he/she contributes to the overall meaning or tone of the work. You can look at progression of the character’s thoughts, actions, and interactions.
  - C. **Plot:** What significant plot events help develop the overall meaning or tone.

### **JOURNAL ASSESSMENT RUBRIC**

Standard/Target	Excellent = 10-9	Good = 8-7	Need Improvement = 6	Weak = 5-4	Not Acceptable = 3
I can write a quality response for the Reading Journal question selected.  <b>LAFS.W.3.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature.	Response is focused, organized. Claim & reasons are clearly stated; analysis is fully developed; specific, relevant textual evidence is embedded. Good use of transitions; demonstrates command of language. Meets length requirement.	Response is mostly focused & organized. Claim & reasons are present, but analysis may not be fully developed; specific textual evidence may not always be embedded. Meets length requirement; demonstrates application of language (some errors).	Response may have few extraneous ideas/evidence. Claim and reasons are attempted but general and vague; Textual evidence not embedded. 5-6 sentences; demonstrates basic knowledge of language (several errors).	Response is attempted but far from complete. question is not addressed fully; claim and reasons are vague or missing completely; little to no textual evidence. 4 or fewer sentences; lacks demonstration of basic language (many errors).	Response does not address the question selected or is too short/undeveloped to meet standard. Does not include textual evidence. Language errors are severe and impede understanding of the response.  ____/20 points