

Name:

Date:

Directions: We have recently finished reading the novel *Egghead*. In class, we have spent time discussing the various conflicts and perspectives presented by the author in this book.

Your job is to reflect on the lessons that can be learned from *Egghead*

- Review and cite specific examples from the book
- Be sure to discuss lessons that can be learned from the different perspectives of multiple characters within the novel (Will, Katie, Devan, Shane)

Your reflection should be written or typed in complete sentences. You should organize your thoughts in paragraph form. This reflection should be a minimum of five paragraphs.

Introduction (3 sentences)

- State the name of the book and author
- Topic sentence(s) introducing the reader to what the essay is about (*lessons from Egghead*).
- State what the three lessons are that you will talk about in the essay.

Body Paragraph 1 (7-8 sentences)

- This is where you discuss your first lesson. State the lesson in a topic sentence. After, state what evidence and examples from the book show that lesson and from what character's perspective.

Body Paragraph 2 (7-8 sentences)

- This is where you discuss your second lesson. State the lesson in a topic sentence. After, state what evidence and examples from the book show that lesson and from what character's perspective.

Body Paragraph 3 (7-8 sentences)

- This is where you discuss your third lesson. State the lesson in a topic sentence. After, state what evidence and examples from the book show that lesson and from what character's perspective.

Conclusion (2-3 sentences)

- Restate what three lessons you discussed.
- Summarize what you learned.

You may write or type your *Egghead* Reflection!

When using direct quotes from the book as evidence, write the page number in brackets after the quote. "I loved the book, *Egghead*." (P.82)

Reflective Writing Rubric

Skills	5	4	3	2	1
Depth of reflection	Demonstrate a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students.	Demonstrate a thoughtful understanding of the writing prompt and the subject matter.	Demonstrate a basic understanding of the writing prompt and the subject matter.	Demonstrate a limited understanding of the writing prompt and subject matter. This reflection needs revision.	Demonstrate little or no understanding of the writing prompt and subject matter. This reflection needs revision.
Use of textual evidence and historical context	Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.	Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.	Use examples from the text to support most claims in your writing with some connections made between texts.	Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts.	No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.
Language use Conventions	Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure. Demonstrate control of the conventions with essentially no errors, even with sophisticated language.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure. Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure. Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension.	Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure. Demonstrate limited control of the conventions, exhibiting frequent errors that make comprehension difficult.	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure. Demonstrate little or no control of the conventions, making comprehension almost impossible.

P
Point

Sum up the
main idea in
your
paragraph.

- *In my opinion...*
- *Arguably...*
- *The writer uses...*
- *Similarly*
- *Firstly...*
- *Secondly...*
- *Both...*
- *In contrast...*
- *One of the language features used is...*

E
Evidence

Provide Evidence for
the point you are
making.

- *For example...*
- *An example of this is...*
- *This is shown...*
- *This can be seen...*
- *This is demonstrated when...*
- *We know this because...*
- *The evidence for this is...*

E
Explanation

Why is the quotation
significant?
What effect does the
quotation have on the
reader?
Why has the writer used
this technique?

- *This shows*
- *This suggests...*
- *This implies...*
- *This is effective because...*
- *The writer has chosen this technique because...*
- *This would make the reader feel...*
- *This has been used because...*