**Group Members**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Accountability Plan**

If a group member has not read, has an empty or copied contribution sheet, or has a completed contribution sheet but has obviously not read, how will your group handle that? We can only have productive discussions if everyone has read. In the space below, make an accountability plan. Use the model in the chart and complete yours on the right. Consider:

* Late points can apply for grading consequences (10% for one day; 50% after)
* Are consequences for one-time offense different than consequences for repeated offenses?
* Insecurity with reading and responding: How can your group safely try even when you fear you’re “wrong”?
* If someone who did not read is upfront and tells the truth, do they get a different consequence from someone who tries to cover up that they did not read? Will trust make a difference in your consequences and rewards?

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| --- | --- | --- |
| **Participation Requirements** | **Model Suggestions** | **Group Plan** |
| Reading: not completed | -Door or the Floor: Read and respond outside or at Get Right while the rest of the group discusses. 10% off grade.  -Take discussion notes in the group for the day and complete contribution sheet on your own time. 10% off. |  |
| Contribution Sheet: blank, copied | -Blank: Door or the Floor; 10% off. Copied: Redo at Get Right; 50% off.  -Blank: Complete at Get Right; 50%  Copied: Take group discussion notes and complete contribution sheet on your own time. 50% off. |  |
| Contribution Sheet: partial completion | -Complete as we discuss; 10% off  -Complete and take group discussion notes; no penalty for first offense.  -Repeated offenses: Complete sheet and take group discussion notes; 10% from 2nd time then 50% after. |  |
| Discussion: Not participating or at Get Right/Absent | -Not participating: encourage participation; group tutoring for need or 10-50% off for trust violation decided by the group & the offender  Get Right/Absent: Write a synthesis of the group’s contribution sheets and turn on for full credit. |  |
| Celebration and Rewards: Repeated fulfillment of trust | -Bonus points  -Special lunch; one free snack or drink; recognition at open mic; positive call to parent, etc. |  |

**Roles**

Write 1-2 names per block for roles for the book clubs as designated below. Each book club will have a minimum of 6 and a maximum of 8 meetings. Discussion Director should always only have one name. Everyone will perform each role ag least once; therefore, names should not be repeated across any row but should be repeated down each column.

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| --- | --- | --- | --- | --- |
| **Role** | Meetings #1 & #5 | Meetings #2 & #6 | Meetings #3 & #7 | Meetings #4 & #8 |
| **Discussion Director**   * Generates discussion questions * Facilitates group discussion and reflection |  |  |  |  |
| **Device Detective**   * Identifies and explains significance of devices * Enforces the accountability plan and records reflections |  |  |  |  |
| **Connector**   * Connects characters, plot, and style to the text, self, or world * Contributes a group-chosen vocabulary word to the word wall |  |  |  |  |
| **Illustrator**   * Draws or diagrams events and key features in the section * Time Keeper for group discussions |  |  |  |  |

**Agenda**

The Discussion Director will use this agenda to facilitate each discussion, and the Illustrator will keep time.

1. **5 min**. Discussion Director: Group Building per teacher instruction.
2. **2 min**. Device Detective: Check-in for accountability (who needs to read or complete sheets) and take action.
3. **3 min**. Illustrator: Summarize the selection by sharing the front page of their contribution sheets.
4. **15 min**. Discussion Director: Use your questions for discussion. Share or appoint one person to take notes.
   1. Connector: Share passages and connections during discussion.
   2. Device Detective: Share devices and significance during discussion.
   3. Illustrator: Share other illustrations during discussion.
   4. NOTES: Share or appoint one person to take notes during discussion.
5. **15 min**. Discussion Director: Facilitate contributions to a Book Project based on discussion.
6. **15 min**. Vocab Contribution (5 min.), Reflection (13 min.), Next Week’s Roles (2 min.)
   1. Connector: Compare words with the group and contribute one vocabulary word to word wall.
   2. Device Detective: Complete Reflection Chart while Discussion Director facilitates.

**Discussion and Reflection Notes**

Students will share responsibility for taking notes during discussion. Discussion notes will be added to one or more of the project sheets in the Book Club folder. The Discussion Director will facilitate the reflection. **The Device Detective will complete the following reflection and accountability charts during the reflection.**

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| --- | --- | --- | --- | --- | --- |
| **Meeting 1**  Names | Contribution Sheet % and Notes | | | Discussion Participation  % and Notes | Reflection Participation  % and Notes |
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| **Meeting 1** **Reflection** | | Percentage | Notes: Star what you did the best; hashtag where you can grow. | | | |
| Everyone has read and completed their contribution sheets. | |  |  | | | |
| Everyone fully participates and shares in h discussion. Communication is interactive. | |  |  | | | |
| The group is supportive of its individual members. Group climate is respectful and productive. | |  |  | | | |
| The group listens courteously and disagrees without judgment. | |  |  | | | |
| The group stays focused and on topic. Discussion is productive and relevant. | |  |  | | | |

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| **Meeting 2** **Accountability**  Names | Contribution Sheet % and Notes | | | Discussion Participation  % and Notes | Reflection Participation  % and Notes |
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| **Meeting 2** **Reflection** | | Percentage | Notes: Star what you did the best; hashtag where you can grow. | | | |
| Everyone has read and completed their contribution sheets. | |  |  | | | |
| Everyone fully participates and shares in h discussion. Communication is interactive. | |  |  | | | |
| The group is supportive of its individual members. Group climate is respectful and productive. | |  |  | | | |
| The group listens courteously and disagrees without judgment. | |  |  | | | |
| The group stays focused and on topic. Discussion is productive and relevant. | |  |  | | | |

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| **Meeting 3** **Accountability**  Names | Contribution Sheet % and Notes | | | Discussion Participation  % and Notes | Reflection Participation  % and Notes |
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| **Meeting 3** **Reflection** | | Percentage | Notes: Star what you did the best; hashtag where you can grow. | | | |
| Everyone has read and completed their contribution sheets. | |  |  | | | |
| Everyone fully participates and shares in h discussion. Communication is interactive. | |  |  | | | |
| The group is supportive of its individual members. Group climate is respectful and productive. | |  |  | | | |
| The group listens courteously and disagrees without judgment. | |  |  | | | |
| The group stays focused and on topic. Discussion is productive and relevant. | |  |  | | | |

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| **Meeting 4** **Accountability**  Names | Contribution Sheet % and Notes | | | Discussion Participation  % and Notes | Reflection Participation  % and Notes |
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| **Meeting 4** **Reflection** | | Percentage | Notes: Star what you did the best; hashtag where you can grow. | | | |
| Everyone has read and completed their contribution sheets. | |  |  | | | |
| Everyone fully participates and shares in h discussion. Communication is interactive. | |  |  | | | |
| The group is supportive of its individual members. Group climate is respectful and productive. | |  |  | | | |
| The group listens courteously and disagrees without judgment. | |  |  | | | |
| The group stays focused and on topic. Discussion is productive and relevant. | |  |  | | | |

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| **Meeting 5** **Accountability**  Names | Contribution Sheet % and Notes | | | Discussion Participation  % and Notes | Reflection Participation  % and Notes |
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| **Meeting 5** **Reflection** | | Percentage | Notes: Star what you did the best; hashtag where you can grow. | | | |
| Everyone has read and completed their contribution sheets. | |  |  | | | |
| Everyone fully participates and shares in h discussion. Communication is interactive. | |  |  | | | |
| The group is supportive of its individual members. Group climate is respectful and productive. | |  |  | | | |
| The group listens courteously and disagrees without judgment. | |  |  | | | |
| The group stays focused and on topic. Discussion is productive and relevant. | |  |  | | | |

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| **Meeting 6** **Accountability**  Names | Contribution Sheet % and Notes | | | Discussion Participation  % and Notes | Reflection Participation  % and Notes |
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| **Meeting 6** **Reflection** | | Percentage | Notes: Star what you did the best; hashtag where you can grow. | | | |
| Everyone has read and completed their contribution sheets. | |  |  | | | |
| Everyone fully participates and shares in h discussion. Communication is interactive. | |  |  | | | |
| The group is supportive of its individual members. Group climate is respectful and productive. | |  |  | | | |
| The group listens courteously and disagrees without judgment. | |  |  | | | |
| The group stays focused and on topic. Discussion is productive and relevant. | |  |  | | | |

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| **Meeting 7** **Accountability**  Names | Contribution Sheet % and Notes | | | Discussion Participation  % and Notes | Reflection Participation  % and Notes |
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| **Meeting 7** **Reflection** | | Percentage | Notes: Star what you did the best; hashtag where you can grow. | | | |
| Everyone has read and completed their contribution sheets. | |  |  | | | |
| Everyone fully participates and shares in h discussion. Communication is interactive. | |  |  | | | |
| The group is supportive of its individual members. Group climate is respectful and productive. | |  |  | | | |
| The group listens courteously and disagrees without judgment. | |  |  | | | |
| The group stays focused and on topic. Discussion is productive and relevant. | |  |  | | | |

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| **Meeting 8** **Accountability**  Names | Contribution Sheet % and Notes | | | Discussion Participation  % and Notes | Reflection Participation  % and Notes |
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| **Meeting 8** **Reflection** | | Percentage | Notes: Star what you did the best; hashtag where you can grow. | | | |
| Everyone has read and completed their contribution sheets. | |  |  | | | |
| Everyone fully participates and shares in h discussion. Communication is interactive. | |  |  | | | |
| The group is supportive of its individual members. Group climate is respectful and productive. | |  |  | | | |
| The group listens courteously and disagrees without judgment. | |  |  | | | |
| The group stays focused and on topic. Discussion is productive and relevant. | |  |  | | | |

**Book Project: Thematic Journal**

***In the left column***: **Record evidence**. If you are using a quote from the text, also record the context of the evidence.

***In the right column***: **Make an inference** (a claim based on the evidence) about the thematic idea suggested or explored in the textual evidence and **write commentary** that explains the connection between the evidence and the theme.

|  |  |
| --- | --- |
| **Evidence (quotation or detail and context)** | **Inference—Commentary** |
| **Textual reference—**  **Context:** | **Thematic idea suggested by evidence—**  **Commentary (So what? Why is this significant?)** |
| **Evidence (quotation or detail and context)** | **Inference—Commentary** |
| **Textual reference—**  **Context:** | **Thematic idea suggested by evidence—**  **Commentary (So what? Why is this significant?)** |
| **Evidence (quotation or detail and context)** | **Inference—Commentary** |
| **Textual reference—**  **Context:** | **Thematic idea suggested by evidence—**  **Commentary (So what? Why is this significant?)** |

**Book Project: Character-Body Bio (see back of page for body part guide)**

Choose one way below to represent 1-4 characters in the book, then complete this activity during one or more meetings.

* Represent four different characters at a single moment in the book: Chapter \_\_\_\_\_\_\_ Pages \_\_\_\_\_\_
* Represent 1-2 characters at different moments in the book: Chapter \_\_\_\_ Pages \_\_\_\_; Chapter \_\_\_\_\_ Pages \_\_\_\_\_
* Represent one character at moments of exposition (Chapter \_\_\_\_\_ Pages \_\_\_\_\_), rising action (Chapter \_\_\_\_\_ Pages \_\_\_\_\_), climax (Chapter \_\_\_\_\_ Pages \_\_\_\_\_), and resolution (Chapter \_\_\_\_\_ Pages \_\_\_\_\_) of the book.

|  |  |
| --- | --- |
| Character: | Character: |

**Consider these questions as you represent your chosen character(s)**

**Head**: What are the character’s visions? Dreams? Philosophies? **Eyes, Nose**: What sights or smells affect him/her?

**Ears**: What words or sounds impact this character? How? **Mouth**: What arguments or thoughts are spoken?

**Heart**: What emotions does the character express? To whom? **Torso**: Instincts; what does s/he hide, fear, hope?

**Arms/Hands**: How does s/he deal with work or conflict? **Legs/Feet**: What moves or grounds the character?

|  |  |
| --- | --- |
| Character: | Character: |

**Book Project: Literary Analysis—**In a **literary analysis**, a writer **proves an abstract idea** about a text (inferred claim about theme, character, tone, mood, etc.) **by referring to concrete evidence** in the text (quotes including literary devices that support your inferred claim).

Literary analyses begin with a thesis statement. A **thesis statement** is a sentence that

* Expresses the writer’s position or interpretation of a particular subject.
* Makes a claim that others might dispute.
* Answers the question of the writing prompt
* Tells the reader what to expect from the rest of the paper.

To write a **literary thesis statement** you must have

* **A subject**: Usually the abstract portion of the writing prompt, such as characterization, tone, them, mood, etc.
* **The concrete element**: the literary devices that support your claim
* **Your claim**: Your interpretation of the subject framed as an argument

Your group will construct two literary analysis thesis statements based on the evidence on your contribution sheets.

**Prompt #1**: Choose one theme from this text. How does the author use literary devices to develop this theme?

|  |
| --- |
| In , uses |
| (title of work) (author’s name) |
| and to |
| (the concrete—diction, imagery, detail, irony, simile, etc.) (verb: illustrate, convey, suggest, develop, portray, explore) |
| . |
| (the abstract—theme—the writer’s opinion about the theme that must be proven). |

**Prompt #2**: Choose one character. How does the author use literary devices to develop this character?

|  |
| --- |
| In , uses |
| (title of work) (author’s name) |
| and to |
| (the concrete—diction, imagery, detail, irony, simile, etc.) (verb: illustrate, convey, suggest, develop, portray, explore) |
| . |
| (the abstract—character—the writer’s opinion about the character that must be proven). |

**Prompt #3**: **BONUS** Examine the author’s use of \_\_\_\_\_\_ to create/develop \_\_\_\_\_\_\_ throughout the text.

|  |
| --- |
| In , uses |
| (title of work) (author’s name) |
| and to |
| (the concrete—diction, imagery, detail, irony, simile, etc.) (verb: illustrate, convey, suggest, develop, portray, explore) |
| . |
| (the abstract—tone, mood, theme, character—the writer’s opinion about the character that must be proven). |

**Book Project: The Three Levels of Reading**  Chapter: \_\_\_\_\_\_\_\_\_\_\_ Pages \_\_\_\_\_\_\_\_\_\_\_\_\_

**Inside Circle**: Copy a sentence with the most important word from this text underlined. Write multiple dictionary definitions of the word (denotation). Explain why it is important.

**Middle Circle**: Draw 4 images related to the selection; explain their connections to the important word and definitions.

**Outside Circle**: Write two universal thematic statements drawn from the significant word and the images.

**Book Project: Analysis of Syntax**

**Syntax** refers to sentence structure, particularly the way authors choose to

* sequence words in a sentence,
* vary the length of their sentences, and
* use punctuation

As you read, make observations and claims about the author’s choices in syntax as directed below.

|  |  |  |
| --- | --- | --- |
| Syntax Feature | Observations (page #s) | Claims |
| Sequences of words |  | The author’s sequencing of words demonstrates….  This is significant because… |
| Sentence length & patterns |  | The author’s sequencing of words demonstrates….  This is significant because… |
| Use of typical punctuation |  | The author’s sequencing of words demonstrates….  This is significant because… |
| Use of rare punctuation |  | The author’s sequencing of words demonstrates….  This is significant because… |