

Weekly WRAP Sequence: 2025-26 School Year

Created by Dr. Jarred Amato, educator and author of *Just Read It: Unlocking the Magic of Independent Reading in Middle and High School Classrooms*. Contact jarred.amato@gmail.com with questions, comments, PD/workshop inquiries, etc.

Week 1	Sept. 2	Students will complete Reading Attitude Survey #1 .
Week 2	Sept. 8	Who are you as a reader? How would you characterize your reading (and writing) identity? How would you describe your reading journey – early childhood, elementary school, middle school, etc.? How have you changed (perhaps evolved, stagnated, and/or regressed) as a reader (and writer)? Why? How would you describe your relationship with reading (and writing)? What role do they play in your life?
Week 3	Sept. 15	How do technology and/or social media affect your relationship with reading? How much time would you estimate that you spend daily/weekly on your phone? What about reading? What type of media (music, short-form videos, TV shows, movies, etc.) do you typically consume? What book genres and formats do you generally gravitate towards?
Week 4	Sept. 22	Who and/or what has shaped the reader and writer you are today? Consider books (picture books and/or chapter books), individuals (perhaps a librarian, teacher, friend, or family member, etc.), places (perhaps a bookstore, library, backyard, beach, etc.) and/or literacy events, experiences, or moments (positive or negative) in your response.
Week 5	Sept. 29	EMAIL ETIQUETTE Write a professional email to Dr. Amato that includes the following: 1. Use a specific subject (e.g., Reading Check-In #1) 2. Begin with a polite greeting 3. Write a thoughtful paragraph (here you will share some of your reading goals for the year, discuss the ebbs and flows of your “reading life,” and/or reflect on why reading is important). 4. Ask a question or two (related to the course, Dr. Amato’s “reading life”, specific book recommendations, etc.) 5. Wrap up your email with a closing message and signature.
Week 6	Oct. 6	CHARACTER ANALYSIS Think about a book you have finished recently or the one you are currently reading. From your perspective, what character stands out the most? Choose any character that you find particularly interesting; it doesn’t have to be the protagonist. Once you have selected a character, write one strong paragraph that addresses one (or more) of the following questions: 1. How does the character change and/or grow over the course of the novel? Trace the character’s journey/arc/evolution from the beginning to the end. 2. What were some of the critical moments and/or turning points in the character’s journey? 3. What adjectives would you use to describe the character, and why? What evidence and examples can you provide to support each trait/characteristic? 4. In what ways can you relate/connect/identify with the character? In what ways are you different? 5. What do you value, respect, admire, appreciate, etc. most about the character? Would you consider them to be heroic? Why, or why not? (And, on the other hand, what aspects of their character do you find most frustrating or problematic?)

Week 7	Oct. 13	CONFLICT ANALYSIS As you analyze the core conflict(s) in your current read, write one strong paragraph that addresses the following: 1. WANT: What does the main character in your novel WANT more than anything in the world? 2. BUT: Who and/or what is getting in their way? (In other words, describe the major internal and/or external conflict(s) facing the protagonist.) 3. Finally, how do you predict the conflict(s) will be resolved?
Week 8	Oct. 20	SETTING ANALYSIS As you think about the setting of your current (or recent) read, respond to some (but probably not all) of the following in a strong one-paragraph response: 1. Where does your current read take place? How do you know? 2. When does your current read take place? Is your book set in the past, present, or future? 3. Could the story be set anytime/anywhere or does it take readers to a specific time and place? 4. Are there multiple timelines or just one? 5. How does the story's setting affect the novel's characters, plot, and/or theme? 6. Does the setting play a major or minor role in the story? How so? 7. What senses (sight, taste, smell, etc.) are evoked as you read?
Week 9	Oct. 27	OCTOBER CHECK-IN Select the book you're currently reading (or one you have finished recently) and write one strong paragraph that accomplishes the following: 1. Include the title (in italics) and author. 2. Provide a brief synopsis (1-2 sentences). Remember, the primary goal of this response is to highlight YOUR analysis and critical thinking. 3. Share your thoughts on the book (addressing one or more of the options below): a. strengths and/or weaknesses (what makes it interesting, compelling, frustrating, etc.) b. make connections to another story, poem, movie, song, real-life event, etc. c. discuss target audience along with reasons why others should/shouldn't read it d. reflect on lessons you've learned and/or how it's changed/challenged your thinking
Week 10	Nov. 3	POINT OF VIEW ANALYSIS Select the book you're currently reading (or one you have finished recently) and write one strong paragraph that addresses the following: 1. Who is the narrator (or, in some cases, the narrators)? 2. Is the book written from a first-person or third-person point of view? How do you know? 3. What are the strengths and/or limitations of this perspective or point of view? 4. How would the book be different if it was written from a different perspective or point of view?
Week 11	Nov. 10	PLOT ANALYSIS First, select a book you have read this year and map out the story using the attached plot diagram handout (exposition, inciting incident, rising action, climax, falling action, resolution).

		Then, in your response, answer one (or more) of the following prompts: 1. What was <i>the</i> turning point in the novel? How so? Explain what happened in this scene and how it affected the rest of the story. 2. What were three or four of the most memorable scenes/moments from the book? In other words, if your book was turned into a movie, what scenes would *have* to be included? (And, if your book was adapted for the screen, who would you cast for the major roles, and why?) 3. How did you feel about the novel's resolution? Appropriate? Expected or unexpected? Gratifying? Disappointing? Did it set up a potential sequel? Explain how the novel ended and how you felt about it. 4. Did the story feel fast-paced or slow-paced overall? What made it feel that way? Were there parts of the book that felt like they moved quickly? Which ones, and why? Were there slower sections? What was happening in those parts? How did they affect your interest? 5. Was the novel primarily character-driven or plot-driven? How so?
Week 12	Nov. 17	READING REFLECTION Thanks for your hard work thus far. Select at least one (but possibly two or three) of the prompts below as you reflect on your reading over the first two-plus months of the school year Please know that your feedback is always appreciated. Have a great weekend, and as always, happy reading. 1. What should Dr. Amato know about your reading this school year? How have you changed (improved, progressed, stagnated, regressed, etc.) as a reader over the course of the year? 2. Approximately how many pages do you find yourself reading per day? Per week? Are you happy with your pace? Is there anything you can do to get more "steps in" (or "pages in") per day/week? 3. What book are you reading currently? What page are you on? On a 1-5 scale, how are you feeling about your current book? (1 = "I'm ready to abandon it" and 5 = "I can't put it down.") Be sure to explain why. 4. What books do you find yourself gravitating towards lately? Do you plan to stick with that genre or try something different? Do you need any recs? 5. On a 1-5 scale (1 = "ice cold" and 5 = "on fire"), how would you evaluate your reading performance? Be sure to explain why. Are there any tweaks or adjustments you can make to improve your reading performance? What support do you need from your teacher? 6. On a 1-5 scale, how are you feeling about our Read and WRAP time? How do you feel about the length of our reading time? Too short? Too long? Just right? Briefly explain why. Feedback and suggestions are appreciated! 7. To borrow a line from Goldilocks, does your current read feel too easy, too hard, or just right for you? How so?
Week 13	Nov. 24	AUTHOR GRATITUDE Write a letter/email to the author of a book you have read and enjoyed recently. Be sure to write in a conversational and respectful tone. Here are a few tips and guidelines to consider: 1. Briefly introduce yourself (what would you like the author to know about you?) and the book you read (no need to summarize the book since, you know, they wrote it). 2. Share some of your insights, thoughts, and takeaways from the book. a. What did you specifically enjoy and appreciate? b. Favorite character(s), and why? c. Favorite scene(s), and why? d. What other books, movies, series, songs, real-life events, etc. could you connect it to?

		e. How did it make you feel? Impact? Lessons learned? f. What questions do you have for the author? 3. Don't forget to provide a brief closing remark, expressing gratitude for the author's contribution to the world.
Week 14	Dec. 1	READING PLAYLIST Create a music playlist—minimum of five songs—for a specific character or book (or, perhaps, you could select one song to represent each book read this year). What songs could you picture your favorite character listening to, and why? What songs reflect the character's personality? (For example, what songs could you picture Josh Bell listening to before a basketball game?) Are there specific lyrics that the character would know by heart? Another option is to create a soundtrack for the book (or your year of reading) as a whole. What songs best represent some of the book's major conflicts, characters, themes? Be sure to provide a brief explanation for each song that you've selected. *Another option to consider: Create an Independent Reading Project that students will complete throughout the month of December.
Week 15	Dec. 8	BOOK REVIEW POSTER What was the best book you read this year? Once you make your decision, you will complete a book review poster that includes the following: 1. A catchy, original title/headline (for example: "The Crossover is a Slam Dunk") 2. A clear, concise, objective summary of the book (no spoilers!) 3. Three strong adjectives to describe the novel ("The Crossover is fast-paced, heartfelt, and unforgettable!") 4. Four original "blurbs" or short critiques 5. An overall rating (one to five stars) and rationale
Week 16	Dec. 15	CHARACTER INTERVIEW OR PROFILE OPTION A: Create a fictional interview (podcast, newspaper, magazine, TV show, etc.) featuring a memorable character from your current (or recent) read. First, take on the role of interviewer, host, reporter, or producer and come up with approximately six to eight thoughtful questions to pose to the character. For example: How did it feel when . . . ? Do you ever regret . . . ? What's it like to . . . ? What's something most people don't know about you? Can you explain why . . . ? Who do you turn to when . . . ? What advice would you offer someone who . . . ? Then, take the role of the character and come up with thoughtful answers to those questions. OPTION B: Select a memorable character from your current (or recent) read and create a fictional Instagram profile for them. What could you see this character posting and sharing on social media? How are they feeling at specific moments in the book? Specifically, students find or take three photos that they could envision your character posting online. Then, write a caption from that character's point of view. Would they write in a formal or informal tone? How would the character punctuate their captions? It is more than acceptable if your captions are not grammatically correct; try to match your character's authentic voice. In <i>Fahrenheit 451</i>, for example, I could see Clarisse McClellan taking a picture somewhere in nature and posting a Mary Oliver poem in the caption. In <i>The Crossover</i>, I could see Filthy McNasty posting a picture from basketball practice along with a freestyle poem in the caption. (One final technical note: In lieu of creating an actual social media profile/account for the character, you will submit their "posts" via Google slides. On the left side of each slide, you will include the photo/image, and on the right, you will write the caption.)

Week 17	Dec. 22	BOOK WRAPPED This year . . . • I read _____ books • I read an estimated _____ pages • I read for an estimated _____ minutes • I explored _____ different genres • My top 3 genres: _____ • My top genre: _____ • My top 3 books: _____ • My top book: _____ • My top 3 authors: _____ • My top author: _____ Heading into the new year . . . • Genres I'm excited to explore: _____ • Books I'm excited to read: _____
Week 18	Jan. 5	Students will complete the mid-year survey (Reading Attitude Survey #2).
Week 19	Jan. 12	GOAL-SETTING Answer the five questions below as we look forward to a healthy, happy 2026: 1. How are you feeling about your reading as we start a new year? 2. How would you evaluate your reading in 2025? How did it compare to other years? What factors played a role in your reading habits and performance? What books, authors, genres, etc. did you gravitate towards? 3. What is your reading goal, motto, and/or mindset for 2026? Be sure to explain why. 4. What book(s) are you excited to read in 2026? (This is the perfect time to update your "TBR" list!) 5. What other goals (school, life, sports, health, etc.) do you have for 2026? What would a "good" or "successful" year look like for you? Write it into existence! (And let me know if there's anything I can do to support you!)
Week 20	Jan. 19	CRAFT ANALYSIS Select the book you're currently reading (or one you have finished recently) and write one strong paragraph that analyzes author's craft, addressing some (but probably not all) of the questions below: 1. What do you notice about the author's writing style? How would you describe it? Poetic, humorous, dark, flowery, etc.? How did that affect your reading experience? 2. What literary devices did the author incorporate? Share an example and explain its impact and/or significance. 3. How did the author structure the story? Chronologically, with flashbacks, shifting timelines, or alternating perspectives? How did that impact your reading experience? 4. Were there any symbols in the story? What do they represent, and how do they connect to the theme? 5. Does the author use dialogue in the story? If so, how frequently? What do you notice about how the dialogue is punctuated? Does the dialogue sound realistic? Why, or why not? What purpose does dialogue serve in the story? Does it propel the plot forward? Does it reveal character? 6. Does the author use a variety of punctuation? If so, share a sentence or two and explain why you found it particularly interesting. 7. Does the author incorporate imagery and descriptive language? If so, share an example of a particularly vivid character, place, scene, etc. from the story.

		8. Find a word that stands out as particularly interesting and/or previously unknown. What does it mean? Why did the author choose this word? What effect does it have on the sentence and/or story?
Week 21	Jan. 26	THEME ANALYSIS Select the book you're currently reading (or one you have finished recently) and write one strong paragraph that addresses some (but probably not all) of the questions below: 1. What do you think is the central message or theme of the book? Explain why. 2. What lesson does the main character (and possibly the reader, as well) learn by the end of the story? 3. Is there a specific moment, scene, or quote that helps to reveal or support the novel's theme? If so, share and explain. 4. How does the theme relate to your own life or experiences? How might different readers interpret the theme differently based on their own perspectives?
Week 22	Feb. 2	REFLECTION As we (finally) say goodbye to January, take a moment to reflect on your reading performance thus far. Then, write a meaningful 250-word reflection, using the following questions as a guide. (To clarify, you are not expected to answer all of the questions below. Rather, the goal is to compose a thoughtful response that demonstrates critical thinking and offers insight into your "reading life" as we head into February.) REFLECT • How would you evaluate your reading performance this month? • What book(s) have you read in 2026? What trends do you notice in your reading choices thus far? • Are you finding your reading "groove"? Why, or why not? • Are you maximizing our in-class reading time? Why, or why not? • How did your reading this month compare to previous months and/or years? • How can Dr. Amato continue to support you as a reader? REVISIT • Revisit the 2026 reading goal/mindset/motto you set for yourself earlier this month. Are you on track? Do you need to make any adjustments? • Revisit your TBR list. Do you want to add any titles? What book(s) do you plan to read in February? REMEMBER • What book(s) stand out the most from the past month, and why? What will you remember most about it/them? • What character(s) did you find most interesting or memorable, and why? • What lines, quotes, scenes, images, etc. would you like to "hold onto" moving forward? • What will you remember most from the past month of reading? What have you learned? About yourself? The world? A specific topic?
Week 23	Feb. 9	SONNET Write a Shakespearean sonnet that captures your love of reading and/or your love of a specific book. You could also choose to write a sonnet from the point of view of a character (what could you see them writing about if given the opportunity?). Three quatrains (four-line stanzas) and a couplet – ABAB CDCD EFEF GG. Bonus points if you can stick to iambic pentameter (10 syllables per line).
Week 24	Feb. 16	ONE-PAGER

		Complete a one-pager to celebrate a book you have read recently. While creativity is encouraged, feel free to follow this format: • Outside Border: Write four of the most profound/significant quotes from the book (along with a brief analysis of each). • Inside Border: Write and/or draw the most important themes, symbols, and images from the book. • Upper Left Box: In words and/or images, analyze one or more key characters from the section (characteristics, traits, conflicts, changes, etc.) • Upper Right Box: In words and/or images, describe one or more of the major conflicts (internal and external). • Lower Left Box: In words and/or images, analyze the specific setting of the book. • Lower Right Box: In words and/or images, provide a critique of the book (rating & rationale, specific strengths and/or weaknesses, target audience, etc.)
Week 25	Feb. 23	NARRATIVE CONTINUATION What are some of the most memorable and thought-provoking books you've read this school year? What books had an unforgettable ending? What books set readers up for a sequel? Your task here is to select one book and write a narrative continuation. How do you see things unfolding after the final page? What would you like to see in a sequel? You have the freedom to be creative in your continuation but be sure to demonstrate a clear understanding of the characters, setting, conflicts, and themes of the original version. Additionally, be sure to include narrative elements, such as dialogue, sensory details, figurative language, and so forth.
Week 26	March 2	REFLECTION 1. List all the books you've read this year, including our required reads (italicized title, author, genre, and rating). 2. Overall Reflection: How would you evaluate your performance in ELA thus far? Feel free to consider reading, writing, communication, critical thinking, creativity, effort, and participation. In what areas do you think you've shined and/or improved? What essays, assignments, projects, or work are you most proud of? Approximately 100-150 words. 3. Goal-Setting: What specific reading and/or writing goals do you have for the third and final trimester? What will you need to do in order to achieve those goals? How prepared do you feel for high school English? Is there anything you'd like for Dr. Amato to teach or review over the final 3-4 months? Approximately 100 words. 4. TBR: What books do you have on your TBR (To Be Read) List? What genres would you like to try? Do you have any books that you'd recommend to others? Are you in need of any recommendations—if so, what are you interested in reading?
Week 27	March 9	COMPARE-CONTRAST: BOOKS Option A: Review every book you have read this year and pick the two of the most memorable. Using a graphic organizer of your choice, brainstorm the major similarities and differences (title, author, genre, point of view, characters, conflict, theme, plot and pacing, setting, writing style, author's craft, overall rating, etc.). Then, take your notes to write two strong paragraphs that: demonstrate strong understanding and analysis of both books; elaborate on some of the most significant similarities and/or differences; includes relevant details and examples to support your claims; includes the Book Titles and names of both authors; features at least one appositive phrase; uses appropriate transition words/phrases.

		Option B: Select two of your favorite books to go “head-to-head” in a literary matchup. Along with the easy stuff (title, author, genre, year published, etc.), other categories include character development, plot, writing style, “binge-ability”, and emotional impact. Ultimately, you will crown one book as the “winner” and write a paragraph defending your decision.
Week 28	March 16	COMPARE-CONTRAST: CHARACTERS Option A: You have read several books this year and “met” all sorts of interesting characters. For this task, pick two of the most memorable. The characters can be from the same book or from different ones. They can be protagonists or antagonists, enemies or friends—or perhaps star-crossed lovers. Using a graphic organizer of your choice, brainstorm the major similarities and differences (traits, values, characteristics, motivation, etc.) between the two. Then, take your notes to write a strong paragraph that demonstrates strong understanding and analysis of both characters and includes relevant details and examples; has a clear thesis or topic sentence; includes the Book Title(s) and Author Name(s); features at least one appositive phrase; uses appropriate transition words/phrases. Option B: Select two of your favorite characters to “face off” in a literary matchup. Use the graphic organizer to list their name, approximate age, hometown, friends and family, best attribute, toxic trait, talents and interests, pet peeves, core desire, and core fear. Some responses have a clear right/wrong answer while many will ask you to make creative inferences. Ultimately, you will choose a “winner” and write a strong paragraph explaining why _____ is the superior character.
Week 29	March 23	COMPARE-CONTRAST: AUTHORS Pick two of your favorite authors and put them side-by-side in an “Author’s Spotlight” poster. First, conduct “research” on both authors – starting with their websites followed by other other reliable sources (interviews, articles, videos, podcasts, etc.). Then, using your research notes, create an “Author Spotlight” poster (digital or by hand). Feel free to include the following: name of author, childhood, books written, awards & accolades, inspirational quotes, fun facts, helpful links, and at least one photo/headshot.
Week 30	March 30	“SHOT CLOCK” BOOK TALK In no more than ____ seconds, deliver a “Book Talk” (video or presentation) about the book you are currently reading (as long as you are nearly finished) or one you have read recently. The goal is to convince the audience to read your book—the more persuasive the better. You are encouraged to be creative, but here are a few guidelines: 1. Introduction: Grab the viewer’s attention with a hook, such as an intriguing quote from the book or a personal anecdote, and be sure to introduce yourself, your book, and the author. 2. Body: Share what you specifically enjoy about the book—try to come up with two to three compelling reasons. Is it the fast-paced and unpredictable plot? The compelling characters? The author’s poetic prose? The jaw-dropping end? (Remember: no spoilers!) 3. Conclusion: Be specific about the target audience for the book. What type of readers will particularly enjoy this book? Try to leave your viewers with some sort of “clincher” or “mic drop.”
Week 31	April 6	“FINAL FOUR”: LITERARY EDITION For this review essay, you will write about four of your favorite books, authors, or characters of all-time. You can choose to focus specifically on the “champion” (while briefly discussing the other “teams” in your bracket) or dedicate equal time to all four contenders. Remember: the goal in your review is to be persuasive,

		informative/analytical, and personal. Read through Dr. Amato's example (movies, not books, but the same premise) to get a better understanding of the prompt, but feel free to be creative.
Week 32	April 13	CHARACTER BIOPOEM Select a memorable character from your current (or recent) read and write a biopoem that follows a similar format: • Line 1: First Name • Line 2: Three adjectives to describe them • Line 3: A significant relationship (family, friendship) • Line 4: Setting/Location (literal or figurative) • Lines 5-9: Pick several from the following list (or come up with your own verbs): who loves...who fears...who wants...who needs...who misses...who feels...who fears...who dreams...who believes...who deserves...who would like to...who • Line 10: Last Name
Week 33	April 20	ACROSTIC POEM Have fun writing an acrostic poem that uses the book title or a character name. Try to push yourself to write more than one word per line and be sure to demonstrate deep understanding of the book and/or character.
Week 34	April 27	CHARACTER LETTER Select one of the following options: 1. First, you will write a letter from the point of view of the character. What have you been up to lately? What is on your mind? How are you feeling, and why? Then, you will respond to that character as if they were a friend or classmate. Feel free to offer advice, comment on a conflict they're going through, share how you can relate, etc. 2. Pick one compelling character from your current (or recent) read and write a letter from their past (one, five, ten years earlier, etc.) What was their life like before the novel began? What's their backstory? What event(s) shaped the person they are in the novel? OR, write a letter from the future (one, five, ten years later, etc.) What is their life like after the novel ends? What are they up to? Where do they live? How have they changed over time? What do they remember about their childhood? Who are they still in touch with? 3. Write two letters – first from Character A to Character B, and then from Character B back to Character A. The characters can be from the same book or from different books. What could you see them sharing and discussing with one another? Remember the goal is to demonstrate critical thinking and deep understanding of the characters (motivation, personality, conflict, etc.).
Week 35	May 4	REFLECTION Address some or all of the following questions in your reflection: 1. What book(s) has meant the most to you this year, and why? 2. What characters stand out the most, and why? What conflict(s) did they face and ultimately overcome? 3. What are some common themes you've noticed in your reading this year? What events, topics, questions, issues, etc. did they explore and examine? What connections can you make between them? How would you describe their collective impact?
Week 36	May 11	CONNECT & EXTEND: RESEARCH PROJECT (Part 1)

		The goal is to develop a research topic/question inspired by your independent reading. Use last week's reflection as a starting point. Additionally, complete the brainstorm exercise that includes the following: 1. The five most memorable books you read this year and the themes, events, topics, issues, questions, etc. explored in each. 2. What comparisons and connections can you draw or make between these books (and the others) you have read this year? 3. What are some of the lingering questions that you have? What are you still wondering or thinking about? What areas or topics would you like to explore further? 4. Develop at least three potential research questions, ultimately submitting your favorite for "approval." 5. Once you have your question/topic approved, you will begin the research and notetaking process.
Week 37	May 18	CONNECT & EXTEND: RESEARCH PROJECT (Part 2) Now that your research question is approved, begin (or continue) conducting your research. (The answer to this question will become your thesis.) Here is a tentative timeline: 1. Take notes from at least two or three credible sources (and feel free to revisit the novel(s) as needed), gathering as much knowledge and information as you can. 2. Review and organize your notes to develop an outline and first draft. 3. Incorporate peer and teacher feedback as you complete the final draft. 4. Present your findings!
Weeks 38-40	May 25 – June 12	INDEPENDENT READING PROJECT The two required items (that all students will complete) include the "Lit Awards" Slideshow and Reading Attitude Survey #3. From there, students will choose to complete three from the following list: • Poetry: Write a poem (perhaps a sonnet) that successfully captures your year of reading or celebrates one book in particular • Artwork: Create a piece of art (collage, painting, one-pager, etc.) that honors the book(s) that you'll remember most from the past year. • Graduation Speech: Craft a graduation speech from the point of view of a character from a book you've read this year. What message would they want to leave with their audience? What personal stories would they share? Consider tone, style, structure, literary devices, etc. in your speech. • Book Talk: Deliver a book talk that documents your year of reading. Feel free to discuss your "Lit Awards" categories and winners, or to frame your talk as the "The Top __ Books I Read this Year"; "____ Authors to Put on Your Radar"; or "____ Reasons to Read _____." • Playlist: Create a playlist (minimum of 8 songs) inspired by your year of reading. In your interactive slideshow, be sure to share your rationale for each selection.

WRAP PROMPTS: QUICK CONVERSATIONS AND/OR STICKY-NOTE REFLECTIONS

We want students to process and reflect on what they've just read and to talk with classmates about their reading. Here are 30+ prompts that students can respond to on a sticky note/index card and that serve as excellent conversation starters.

INVESTMENT: On a 1 to 5 scale, how invested are you in your current read, and why?	RATING: On a 1 to 10 scale, what would you rate your current read, and why?
GENRE: What genre(s) are you reading right now? Realistic fiction? Fantasy? Memoir? Nonfiction? Historical Fiction? Romance? Mystery? Is this book in your wheelhouse or are you trying something different?	ALTERNATE TITLE: If you could give your current book a different title, what would it be?
THUMBS UP OR DOWN: Based on what you've read thus far, would you give your current book a thumbs up or thumbs down, and why?	UP NEXT: What book(s) do you plan to read next? What's on your TBR? Do you plan to continue a series? Explore a similar genre or theme or try something different?
GIVE AND GET: Give your classmates a book recommendation or two. And for those who are in need of inspiration, share what type of book you're in the mood for, and we'll see if someone can help you out.	PREDICTION: Without spoiling anything for the rest of us, what predictions do you have for your book? How do you see things unfolding and ultimately getting resolved?
SIX-WORD SUMMARY: Summarize your book in exactly six words.	SIX-WORD CRITIQUE: Share a critique of your book in exactly six words.
WORD OF THE DAY: Find a word from your current read that stands out as particularly interesting and/or previously unknown. Using context clues, what does it mean? (Try drawing a picture and/or using it in your own sentence.)	DRIVING QUESTION: What is the big question in your current read?! What are you, as the reader, trying to figure out? (For example: Why is Monday gone, and where is she? Is Will going to follow the rules and continue the cycle? Will Daniel and Natasha get their happy ending?)
CHARACTER QUESTION: If you could ask the main character of your current read any question, what would it be?	"WANT-BUT": What does the main character in your novel WANT more than anything in the world? Who and/or what is getting in their way (conflict)? Feel free to use the following stem to frame your response: _____ wants , but _____ .
DIALOGUE: Find one example of dialogue from your current read and write it down. What effect does it have on the story? What do you notice about how it's punctuated?	CHARACTER TRAITS: Select one character from your current read and list three adjectives to describe them.
THEME Fill in the blanks: _____ (Book Title) by _____ (author) is about _____ and _____; however, it's also about _____ and _____.	SETTING: What's most interesting or noteworthy about the setting (both time and place) of your story?

AUDIENCE: Who is the target audience for your current read, and why?	POINT OF VIEW: What point of view is your book written from? What verb tense? How do you know?
AUTHOR INTENT: Why do you think the author wrote this book?	PLOT: When looking at a typical plot diagram, where are you in the story right now? (Exposition, rising action, climax, falling action, resolution.)
ADVICE: Think about the conflict your main character(s) is currently facing. What advice would you offer them?	MINDSET: Pick a character from your current book. What do you think they would write on their sticky note?!
PUNCTUATION: Share one sentence from your book that uses punctuation in an interesting or noteworthy way.	REFLECT: What questions, thoughts, and/or emotions does this book bring about for you, and why?
FEEDBACK: What's one thing you would change or tweak about your current book?	CONNECTIONS: What other story, poem, movie, song, real-life event, etc. does your current book connect or relate to?
UNSUNG HERO: What minor character in your current read is worthy of more "screen time" and/or discussion, and why?	ANTAGONIST: Who and/or what is the antagonist of your current read?
FIRST LINE: Go back and look at the first line of your current read. What do you notice? Does it work to draw readers?	HOT TAKE: What's one "hot take" you have about your current read?
AUTHOR'S NOTE: What's one quick message or note you would share with the author of your current read?	QUESTION: Ask an interesting, thought-provoking question about your current read. Perhaps something related to plot, craft, and/or theme? Something you're confused by or impressed by? Something you're pondering? Something this book has reminded you of?

GRAMMAR (working on this!)

Goal: Create dozens of prompts that address grammar + literature skills/concepts.

COMPOUND SENTENCE + CONFLICT: Write a compound sentence that describes the central conflict (internal vs. external) in your current read.

- A. **FANBOYS**
- B. With a semicolon

APPOSITIVE PHRASE + CHARACTERIZATION: Write one strong sentence describing the protagonist in your current read. Be sure to include an appositive phrase!

TROUBLESOME WORD PAIRS: Write a brief review of your current/recent read using at least six of the following troublesome words: to, too, two; they're, their, there; it's, its; you're, your; hear, here; accept, except; bare, bear; board, bored; weather, whether; then, than; who's, whose; affect, effect; break; brake; definitely; defiantly; lose; loose. Use the example below as a guide.

You're not going to be bored if you read *Long Way Down* by Jason Reynolds; in fact, it's almost impossible to put down. The novel in verse follows the story of William Holloman, who's struggling to accept the loss of his brother. Will believes he knows who murdered Shawn—except that he doesn't. Whether you are a teenager or an adult, the heartfelt, lyrical story will definitely keep you hooked from the first page to the last.

PARTS OF SPEECH

Noun
Verb
Adjective
Adverb
Pronoun
Conjunction
Preposition
Interjection

SENTENCE STRUCTURE

Simple
Compound
Complex
Declarative, Interrogative, Imperative, Exclamatory
Relative Clause
Appositive Phrase

PUNCTUATION

Comma
Semicolon
Colon
Hyphen
Dash
Apostrophe

When to use quotes vs. italics
Quotation Marks – citing evidence
Quotation Marks – dialogue

Parallel Structure
Troublesome Word Pairs

LITERATURE and/or WRITING CONCEPTS

Figurative Language

Character: Static, Dynamic, Protagonist, Antagonist

Conflict

Theme

Point of View

Narrator

Setting

Claim + Evidence

Thesis

Transition Words

***Using our Greek/Latin Morphemes**