

Book Club Roles and Responsibilities

My Name: _____ My Period: _

My Book: _____

Discuss with your group to create a reading schedule for your Book Clubs. We will have a total of 8 meetings as a class, so you'll need to agree on which pages will be assigned reading for each meeting and who will complete each role. Each member of your group must complete each role twice!

DAY	DUE DATE:	ASSIGNED PAGES	MY ROLE
1			
2			
3			
4			
5			
6			
7			
8			

Where Can I find useful resources?

- On the “**Resources**” tab on the class blog
- **Google!** It will help you if you can't remember something, and with your vocabulary.
- **Ms. Black's room** at RAM time or after school.
- **Costa's Levels of Thinking** chart on the back of this sheet.

Signposts:

- Contrasts and Contradictions
- A-ha Moment
- Memory Moment
- Again and Again
- Tough Questions
- Words of the Wiser

(Please use the website to make sure you are using these correctly)

Discussion Director

Use Costa's Levels of Thinking to create **thoughtful** questions for your group to answer in your discussion. Use the notes provided to help you. Write your questions below and include your **possible** answers/responses:

LEVEL 1: Gathering Information

(The answer is right there in the story. You can point to the answer somewhere in the text.)

Question:	My Answer:
Other potential discussion questions:	

LEVEL 2: Processing Information (These are questions that involve **analysis**. You have to think and connect ideas in the novel, and you may not know the answer entirely. That's what the discussion is for.)

Question:	My Answer:
Other potential discussion questions:	

LEVEL 3: Applying Information (The answer won't be found on the printed page, but instead should extend beyond the story to a larger idea. It should be a question that requires some creativity in thinking.)

Question:	My Answer:
Other potential discussion questions:	

Signpost Spotter

Your job is to find at least 3 signposts in this week's assigned reading. Copy them down *exactly* as they are in the text and fill in the chart with your thoughts. Be prepared to share with your group and see if they found others.

SIGNPOST	Quote from Text (Don't forget to cite!)	What did you take away from this signpost?

Captivating Connector

Your job as the Captivating Connector is to make three types of connections based on the assigned reading. You can make connections using the characters, setting, problems, and any other elements that can be found in the book. Sometimes connections can be tricky, but that is why you are captivating!! Make at least two of each type of connection.

TEXT TO SELF Make a connection to something in your own personal life	TEXT TO WORLD Make a connection to something going on in the world	TEXT TO TEXT Make a connection to another piece of text you have read (book, story, etc.)

Vocab Master

For this week's reading, your job is to find four unknown words and become a master of their meaning and usage in the text. Copy the word from the book in context and then use a dictionary to look up the meaning of the word to share with your group. **NOTE: Don't provide a definition or a synonym that you don't understand. That helps nobody. Make sure that you understand it and can explain it before you put it on this chart.**

WORD	In Context (Copy the sentence from the book) *Don't forget to cite!!	Definition	Synonyms

Costa's Levels of Thinking

These are SAMPLE questions, which means there are other kinds of questions.
Try to challenge yourself to create your own sometimes.

Costa's Levels of Thinking

Costa's Level	Cognitive Functions	Sample Questions
Level 3: Applying Information Demonstrates mastering of knowledge learned (OUTPUT)	<ul style="list-style-type: none"> • Apply • Create • Evaluate • Generate • Hypothesize • Imagine • Judge • Modify • Predict • Speculate 	<ul style="list-style-type: none"> • What would happen to ____ if ____? • What would it be like to live ...? • Pretend you are a character in the story and... • What do you think will happen to ____? Why? • Could this story have really happened? Why or why not? • How would you solve this problem in your life? • How does the author's claim hold up under these circumstances: ____? • What if the situation changed to ____; how would that impact the outcome?
Level 2: Processing Information Practice knowledge learned (PROCESS)	<ul style="list-style-type: none"> • Analyze • Categorize • Compare • Contrast • Demonstrate • Develop • Group • Infer • Organize • Relate • Sequence • Synthesize 	<ul style="list-style-type: none"> • Would you have done the same thing as...? • How are ____ and ____ alike and different? • What was important about...? • What other ways could ____ be interpreted? • What is the main idea of the story (event)? • What information supports your explanation? • What does ____ mean? • What does _____ suggest about _____'s character? • What lines of the poem express the poet's feelings about _____? • What is the author trying to prove?
Level 1: Gathering Information Introduction of knowledge (INPUT)	<ul style="list-style-type: none"> • Define • Describe • Find • Identify • List • Locate • Name • Observe • Recite • Report 	<ul style="list-style-type: none"> • What information is given? • Where does ____ happen? • When did the event take place? • What are...? • Where did...? • What is...? • Who was/were...? • What part of the story shows...? • What is the origin of the word _____? • What events led to _____?