**Book Club: Reading Response Assignment**

**Writing and Reading (see rubric)**



1. Attached is a series of writing prompts to help you respond to your novel. In your responses, you must use different paragraph types (left column) and different literary terms (right column). The literary term, paragraph type, response number, and the date are required in the title of each rough response. Example title is **September 1, 2050 Opinion on character: Response 1.**

 \*You may use any paragraph type (left) with any literary term (right), as long as you write a total of 7 unique, well organized, detailed reading responses.

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| **Format/ organization/style option**  | **Terms/ prompt options (see questions on attached sheet).**  |
| Descriptive | Point of view |
| Opinion | Character |
| Comparison | Plot |
| News Article | Theme |
| Narrative | Symbolism |
| Comic Strip/ graphic  | Mood |
| Script Writing | Setting |
| Research Report | Hero, Individual and society |

1. At the end, you will choose ONE response to submit for formal assessment. It must be a different style than your last good paragraph.
2. Your ONE best response will be improved further, using mandatory--

i) Peer- assessment

ii) And the good must use M.L.A. format (header: your name, teacher name, class code, due date, double spaced, font sized 12). This time MLA is mandatory for assessment.

**Book Club Discussion (strands Oral Communication and Reading)**

-You and a small group of 3-4 students, who are all reading the same novel, will also be evaluated on the quality of your discussion and your communication skills.

- We will be reading the novel for 5 weeks. The subject for discussion will also be the same prompts as for your reading responses.

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| Week | Prompt Header |
| Discussion Week 1 | Point of view and character |
| Discussion Week 2 | Symbolism, mood, setting |
| Discussion Week 3 | Plot and theme |
| Discussion Week 4 | Hero and individual and society |

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| Communication (O) | R0-49 | Level 150-59 | Level 260-69 | Level 370-79 | Level 480-100 |
| Voice/ tone/ volume(O) | You do not speak. If you disagree you yell to be heard. Other groups are distracted by you. You put people down. | Sometimes we can not hear you. Or, you are too loud and disrupt other groups. | Your voice is mostly audible. You may be sarcastic or use other tones that damage discussion. | Uses audible volume and varies tone as needed. Tone is professional. | Your voice is engaging and you are enthusiastic. Your words and tone brings shy speakers into the discussion. |
| Posture/ eye contact(O) | You are slouching / leaning away and seem disinterested. | You are holding your head in your hands/ tired. Your posture is closed off.  | You look at some speakers. You are somewhat confident | Mostly good posture. You look at most speakers and stay positive. | Confident posture. You lean and look towards each and every speaker.  |
| Gesture(Hands and head)(O) | You are fidgeting with something and are distracting. | You are fidgeting with something but it is not distracting to the group. | You somewhat respond appropriately to the speaker through non-verbal gestures. | You mostly respond appropriately to the speaker non-verbally: Nod, tilt, mirroring, smiles,  | You constantly appropriately respond non-verbally to the speaker appropriately: Nod, tilt, mirroring, smiles, |
| Focus (O) | You have texted or have head phones/ ear buds in. | Your technology sometimes distracts you from the conversation. | Your technology is out on the desk. But your focus is mostly on people. | Your technology is completely away.  | Technology is completely away. And, you politely encourage other group members to do the same. |
| Knowledge(R) | You make detailed references to the text. | You make detailed references to the text. | You make detailed references to the text. | You make detailed references to the text. | You make detailed references to the text.  |

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|  | **50-59%** | **60-69%** | **70-79%** | **80-100%** |
| **Knowledge and Understanding** – English strand **Writing** |
|  | The student: |
|  | demonstrates limited knowledge of organizing and formatting writing. | demonstrates some knowledge of organizing and formatting writing. | demonstrates considerable knowledge of organizing and formatting writing. | demonstrates thorough knowledge of organizing and formatting writing. |
| **Thinking** - English **strand Reading**  |
|  | The student: |
|  | Provides limited examples from the text | provides some examples from the text | Provides considerable examples from the text  | provides many suitable examples from the text |
| **Communication** - English Strand **Writing.** |
|  | The student: |
|  | uses conventions of grammar, vocabulary, and spelling terminology with limited effectiveness | uses conventions of grammar, vocabulary, and spelling terminology with some effectiveness | uses conventions of grammar, vocabulary, and spelling terminology with considerable effectiveness | uses conventions of grammar, vocabulary, and spelling with a high degree of effectiveness |
|  | Does not use MLA format. | Somewhat uses MLA format. | Mostly uses MLA format | Completely uses MLA format |