



Book Clubs

Voice & Choice

Creating a Culture of Reading Through Book Clubs

Good Evening!

Nicole Moriarty

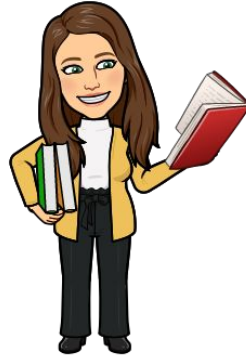
Reading Literature Deeply
&
Fostering Joyful, Independent Reading



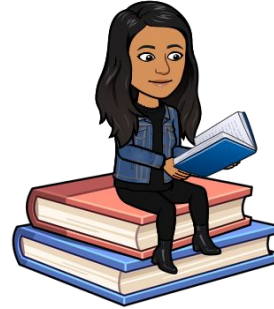
We are not simply teaching reading, we are teaching the reader..



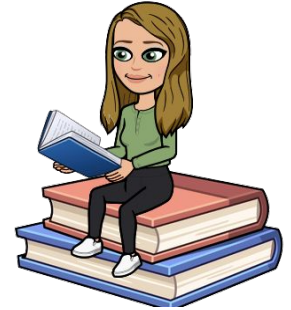
Mrs. Shanahan



Mrs. Dvorak



Ilyse Milberg, Marleny Reyes, & Daniela Rodriguez



Cultivating their reader's identity



Book Club Journey

1

Book Clubs...The Vision

3

Creating a Culture of Reading-JA

2

Launching & Managing Book Clubs-HS

4

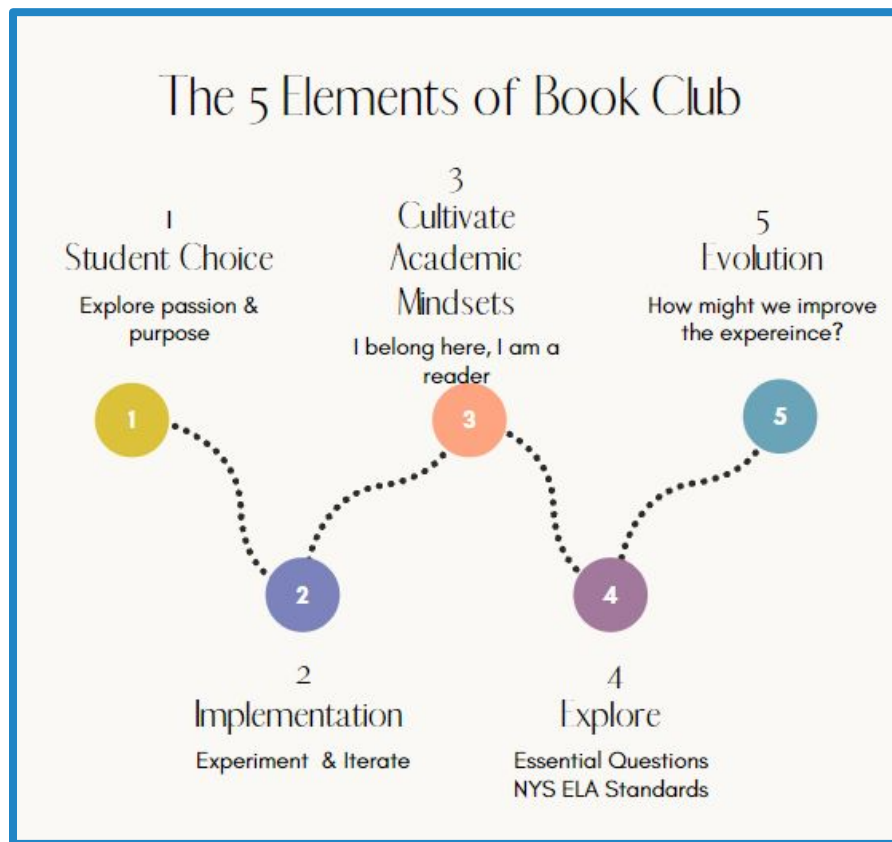
Journeying Through Texts with Peers-JA

5

Epilogue-Next Steps-MS



Ties that Bind...



A Novel Approach

**Curiosity
&
Discovery**

The Vision

Choice

**Volume
of
Reading**

**Deep
Deliberate
Practice**



I am a lost girl,
a wandering boy,
an adventurer,
a dragon rider,
a burglar,
a dreamer,

I AM A READER!

**Independence
&
Autonomy**

”

In the case of good books, the point is not to see how many of them you can get through, but rather how many can get through to you.

— Mortimer J. Adler

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Launching & Managing Book Clubs

The High School Experience

Implementation @ MHS



Phase 1

**Thematic
Curriculum**

Integrated units of
study



Phase 2

**Independent
Reading**

Fostering a culture
of readers



Phase 3

Book Clubs

Essential questions
+
SEL Competencies

Creating Routines and Making Connections

- Tuesday -Thursday, Students work primarily with their anchor texts, where teacher focuses on a topic or skill
- Students read independent books every Friday with this same focus
 - Teacher may begins class with mini-lesson or discussion on the focus topic
 - Students read independently looking for examples of that focus in their book using post-its to mark them
- Students meet with their book clubs on Monday
 - Students share ideas, discuss examples and come to consensus on best examples
 - Students complete an activity on the focus topic based on this discussion

"We read to know we're not alone." -William Nicholson



Choosing Books- Finding Connections

Summer Work: Finding Books

- ❑ High interest titles
- ❑ Variety to provide multiple perspectives and students choice
- ❑ Books that connect to the anchor text through theme and/or in relation to SEL
- ❑ Adds to the student's understanding of anchor text while also reinforcing a love of reading

"Because no Divisions 1 schools are talking to me." This is said when the main character faces reality. He knows he is good at the sport he does, but he isn't the best person playing. I felt this reality too when I knew I was good at the sports I do but not D1 or D2 good.

The line I connected with in my book, One of Us is Lying, is when Mr. Avery says with disgust, "Save the conspiracy theories for another teacher. I'm not buying it. You know the rules against bringing phones to class, and you broke them." Mr. Avery didn't believe or understand where they were coming from and didn't take their words/thoughts into consideration. Likewise, this is a response my parents would give me if they didn't believe something that I said. I would get very frustrated with their response because sometimes I'm actually telling the truth and they still don't believe it. This is how the quote I stated above connects to my life.

In the book, Can't Knock The Hustle during chapter 6, the author described the first meeting between then Brooklyn Nets coach Kenny Atkinson and his new point guard Spencer Dinwiddie. On page 108 the text states, "Stop worrying about making mistakes," coach Atkinson told him. "Just go out there and make mistakes. That's music to my ears, Spencer said. I connect to this moment whenever I play a sport and when I make a mistake, sometimes I get too hard on myself so sometimes a coach would tell me to not think about making those errors, just to play the sport itself.

...it has an immersive plot that allows the reader to sympathize with Adeline.

I really understand and love the story. I like how the author gives a lot of detail about her everyday life. The story is very interesting and it's similar to the original Cinderella story.

HS Seniors and 8th graders
making connections
between their independent book to other books, themselves or the world.

”

**The books that
help you the most
are those which
make you think the
most.**

*~ Carlos Ruiz Zafón,
The Shadow of the Wind*

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*Creating A Culture of Readers Through Book Clubs
&
Journeying Through Texts with Peers*

The Jackson Avenue School Experience

Creating a culture of reading

Student Choice



¿Cuál libro es tu primera (1st) opción?



- Estrella en el Bosque
- Judy Moody Esta de Mal Humor
- Nacer Bailando
- Yo Naomi Leon

¿Cuál libro es tu segunda (2nd) opción?



- Estrella en el Bosque
- Judy Moody Esta de Mal Humor
- Nacer Bailando
- Yo Naomi Leon

¿Cuál libro es tu tercera (3rd) opción?

I don't like it.



Love for reading/learning 4th grade leveled texts



Gradual Release of Responsibility



CRITERIA	1	2	3	4
On task behavior	Not focused at all distracting others	Distracted more time than focused. Needs 3-4 refocusing reminders	Pays attention most of the time, needs 1-2 refocusing reminders	Pays attention to the group and engaged for the entire time not need reminders
Participation	Does not share at all, or share anything about the book	Answering 1 or 2 questions, sharing thoughts 1 or 2 times	Answering some (3 or 4) questions and sharing thoughts 3 or 4 times	Always participate group, or question: sharing thoughts
Content	You do not understand the story at all and cannot explain it	You understand a little and have 3 or 4 clarifying questions	Understand the gist of what is going on but have 1 or 2 clarifying questions	Fully understand what is about and explain
Roles and Responsibilities	You did not bring your role sheet/it is blank and you do not take any notes while reading	Your role is partially unfinished and you only take 1 or 2 notes while reading	You are prepared with your role but only take 2 or 3 notes while reading	You are fully prepared to share your role and are actively taking notes while reading

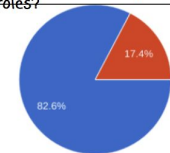
Cooperative Learning



¿Te gusta el trabajo en grupo con roles?

23 responses

Do you like working in groups with roles?






Journeying through texts with peers



Increased participation across content-areas

- ▷ Enables learners to participate continuously
- ▷ Meaningful conversations
- ▷ Builds community

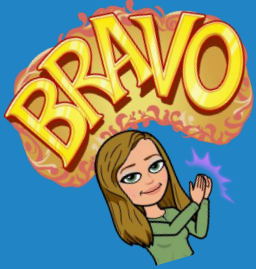
Student Ownership

- 
- ▷ Learners take on responsibility
 - ▷ Enhances the process of gradual release of responsibility
 - ▷ Learners are in control of their reading/learning process

Mastery of Multiple Skills

- ▷ Students explore/practice different skills within curriculum
- ▷ Allows students to learn from collaborative learning

Book Club Journey Examples



Quote Analyzer

Your job is to find important quotes or sentences in the text. The quotes can be about the characters, places or events in the text. Determine why the sentence is important in the text. Please find a minimum of 3 important quotes!

Quotes / Sentences (page #)	Significance/Importance
"Sergio did not refer to Paul as his father" Page 36	It shows that Sergio does not have a good relationship with his dad.

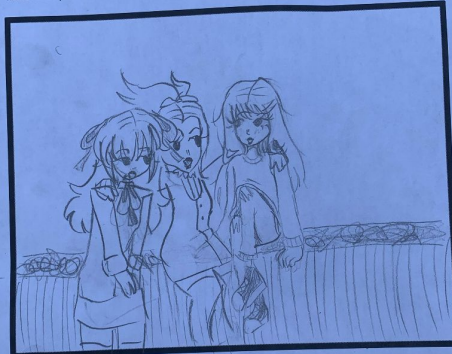
Descubridor de Palabras

Tu rol es buscar palabras relevantes del texto que leen. Escribe sobre lo que significan basado en la lectura. Tiene que ser un mínimo de 8 palabras. Deben ser palabras originales y únicas. Palabras descriptivas son muy buenas. Indica la página y lugar de cada palabra abajo. Tendrás que enseñarlas a los miembros de tu equipo.

Palabra	Página donde la encontraste	Lo que pienso que se significa	Lo que piensa el grupo
Tenderete	45	Tending	stall
Juntaron	43	hint	They put together
tintineándole	49	intent	jingling

Vivid Visualizer

Your job is to draw and explain one important part of the text. First, draw the important scene, make sure to add color! Then, write a complete sentence explaining the scene you chose and why you chose to illustrate that scene.



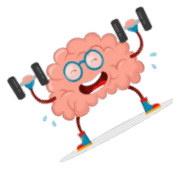
Explanation:

Aimee moved to Los Angeles and made 2 new friends, Bridget and Vanessa.

Director de Discusión

Tu rol es de pensar en preguntas que puedes hacer a tu grupo. Es importante hacer preguntas que hacen pensar a los lectores. Evita hacer preguntas que sólo requieren un sí o no. Tienes que hacer un mínimo de 5 preguntas. Puedes empezar con cosas cómo tales (¿Qué piensan de...? ¿Qué te hace pensar tal evento-cosa? ¿Por qué creen que el-la autor-a....? ¿Qué es otra cosa que pudo haber pasado? Prediga que.....Compara el un personaje con.... ¿Qué pensabas cuándo...?)

Preguntas	Respuestas (Responde con el grupo)
1. ¿Crees que Juan va a parar de silbar?	No va a parar de silbar porque es como se comunica.
2. ¿Crees que se burlarán de Juan por silbar en lugar de hablar?	De pronto que nada más los pajaros para
3. ¿Crees que Juan dejara de hablar y silbará por completo?	Siempre va a poder silbar pero cuando llegue a la escuela va a aprender a hablar.
4. ¿Crees que la familia de Juan silba?	Juan puede que use sign language para comunicarse
5. ¿Crees que los pajaros saben lo que está diciendo?	Sus padres o él mismo le enseñaron a silbar porque tenía miedo de hablar

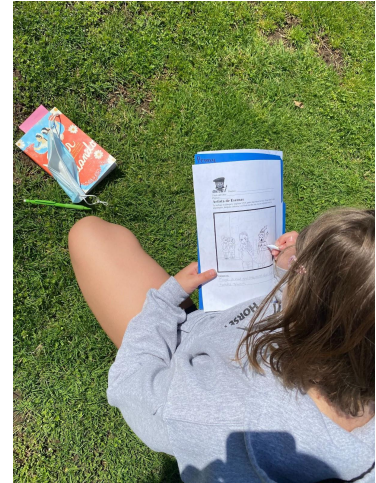
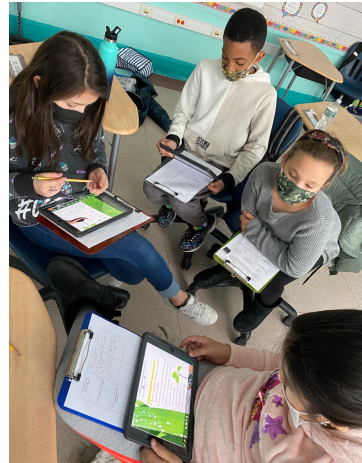


Next Steps at Jackson Avenue...

Implement SEL and Student Reflections

Expand book club library in classrooms

Student presentations on their book club journey



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**The power of
a book lies in
its power to
turn a solitary
act into a
shared vision.**

~ Laura Bush

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*Next Steps
&
Iterating the Vision*

The Middle School Experience

Connector

Name: Mia A		Text Selection	
Book: <i>Other Words for Home</i>		Author: Jasmine Warga	
TRENDS	Connect something from this reading selection to a current event or trend. The migration of Jude to America is the same as the current immigrants coming from Mexico.	What connections can you make between this selection and your own life, school events, or community events? We have a dual-language program which would be great for Jude.	
CROSS DISCIPLINES	How does this selection relate to something from another subject (science, social studies/history, art, math, etc.)? It relates to art because Jude's Aunt loves french decor.	How does this selection connect to something that you have read or experienced? I can connect it to Percy Jackson: the lightning theft because he goes from living in the city to a tiny town.	
RULES	Compare and contrast the cultural norms presented in this selection with current cultural norms. This book is about immigration which is a big debate right now.	Connect any "rules" that the characters must follow with "rules" you have observed in other texts, the world, or your personal life. You identify important things to	
ETHICS	What values do the characters of the selection have? How do they compare to your values? Jude's Mom tries to keep their tradition alive and my family tries to keep my traditions alive.	What big revealed observed experiences? Jude that kept in	

Grade 6 Book Club Survey

Form description

This form is automatically collecting emails for Minnetonka USD students. Change settings

GRADE 6: UNIT 4: INDIVIDUALITY AND CONFORMITY

HOW DOES INDIVIDUALITY CONFLICT WITH CONFORMITY?

In this unit, students will learn how world religions developed over time and will be able to answer the essential questions, "How does individuality conflict with conformity?" Students will compare and contrast different world religions and develop an understanding of the impact of religion on other parts of life and society by writing a "Feature" article that incorporates specific text structures and text features. Students will also read a dystopian novel to conceptualize the concepts of conformity and individuality and will make connections between this story and world religions as they analyze author's craft, point of view, character and plot.

The Giver
Jonas lives in a seemingly idyllic world of conformity and contentment. When he begins to spend time with The Giver, an old man who is the sole keeper of the community's memories, Jonas discovers the dangerous truths of his community's secret past. Armed with the power of knowledge, Jonas realizes that he must escape from his world to protect himself and those he loves – a challenge no one has ever completed successfully.

Tuck Everlasting
This is the story of Winona Fones, a teenage girl on the cusp of maturity. Winona longs for a life beyond the comfort of her idyllic, timeless, and sheltered life in the woods near her home. But when she discovers the secret of the Tucks, who make one die, she and her family are pulled into a world of wonder, mystery, and magic. Winona must decide whether to remain in her life or try with the Tucks.

Fish in a Tree
Fish in a Tree follows the story of a middle-school girl named Ally, who is artistically and mathematically talented but unable to read due to her dyslexia. Throughout Ally's school career, she faces bullying, misbehavior, and frustrated teachers to distract from her learning difficulties, doing everything in her power to avoid writing and reading tasks. Ally's new teacher sees beneath the surface of her classroom misbehavior and, with compassion, encouragement, and trust, Ally gains confidence and forms connections with her classmates, which leads her toward

Shoe Dog
Shoe Dog is the autobiography of Nike's founder Phil Knight, who at last decided to share the story of how he founded one of the most iconic, profitable and world-changing brands on the world. In his memoir, Knight explains how he overcame many challenges to grow his company as far as possible, despite opposition. Phil Knight is a brutally honest about the extreme difficulties that he had to overcome.

Hidden Figures
Three brilliant African American women at NASA – Katherine Johnson, Dorothy Vaughan and Mary Jackson – serve as the brains behind one of the greatest operations in history: the launch of astronaut John Glenn into orbit, a stunning achievement that restored the nation's confidence, turned around the "Space Race" and galvanized the world.

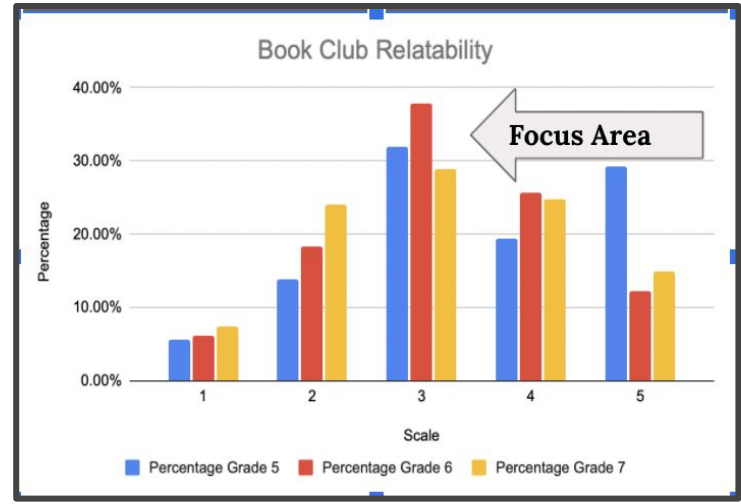
City of Ember
By Jeanne DuPrau

For generations a massive generator has sustained the needs of the underground city of Ember. But the generator was built to last only 200 years, and as its lights start to flicker and fade, it remains to two youths, Lina Mayfleet and Doon Harrow, to follow a cryptic series of clues that will restore light to the place.

MMS 2021-22 Next Steps

- Relatability
- Literacy Skills & SEL Competencies
- Structure & Collaboration

Book Club Choice Projects in Every Unit



MMS 2021-22 Next Steps

- ☐ Relatability
- ☑ Literacy Skills & SEL
- ☑ Competencies
- ☐ Structure & Collaboration

Unit Focus Standards and Skills

Literary Luminary

Name: Mia Accardi	Text Selection: 152-197 pages
Book: Other Words for Home	Author: Jasmine Warga
Find a quote that reveals characters or conflict.	Find a quote that reveals the setting.
"She tells me that Isa has left to go to another town one of those towns taken over by men who are fighting with the government." 162 181	"I'm with Mamma at the doctor's office,"
Find examples of literary devices (metaphors, similes, alliteration, personification, onomatopoeia, irony, hyperbole).	
"There is a panic climbing up my spine, crawling into my chest. I feel like screaming, but I can't even open my mouth." -personification 163	
Provide examples of the author following rules of plot structure in this selection (inciting force, problem/conflict, rising action, climax, falling action, etc.)	
"Can you believe it? My American school has a play that I can try out for. Do you think I should try out? I wish you were here. I miss doing everything together." 180	
Find a passage that represents the theme or "big idea" of the selection.	
"That is so impressive, Aunt Michelle says. What? I ask, looking up from the lined page of notebook paper. That you can write in two languages. I wish Sarah knew how to speak Arabic." 180	

SUS RESPONSABILIDADES:

- Manténgase al día con su cantidad semanal de páginas.
- Cada capítulo, debes completar 1 nota post-it gigante. En su nota post-it, debe incluir →
- Si no estás preparado, NO participarás.

Gist:

Thoughts, Feelings, Wonderings, Predictions (choose at least 2):

Questions for Discussion (at least 2):

CAPÍTULO 4 EN LA CASA DE CHRISTOPHER

RESUMEN BREVE
En este capítulo August no quería ir al colegio. Su mamá lo dijo a August que si no quería ir al colegio no necesitaba ir.

FUNDAMENTO, ME PREOCUPA, SENTIMIENTO, PREDICCIONES (?)
Yo me siento mal para August porque él no quiere ir al colegio, los niños lo van a mirar raro.

PREGUNTA (?)
Porque la mamá de August dijo que él no necesita ir al colegio si no quiere.

LETTERS, EMAILS, FACEBOOK TEXTS

GIST
In this chapter Jack will write apology notes to Julian and his teachers. Jack spread social media messages and he was teasing August on social media so then Jack asked Julian if they can be friends and August said yes.

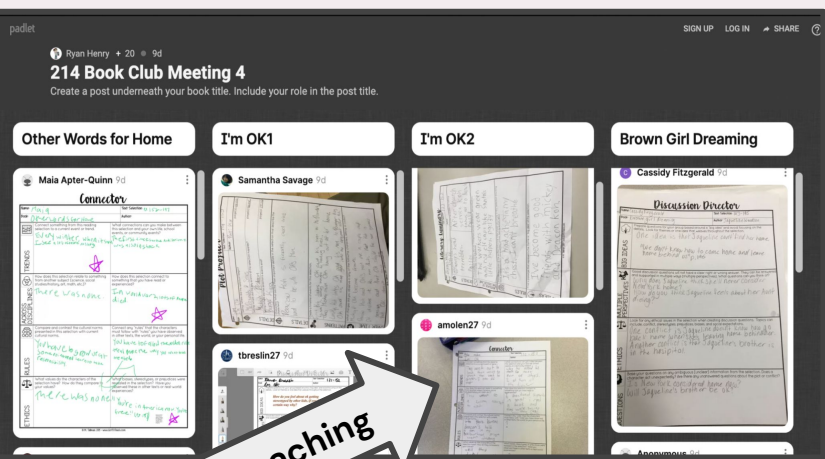
THOUGHTS, FEELINGS, WONDERINGS, PREDICCIONES
I wonder if Julian will go around about August and Jack cause these friends again. I predict Julian will get jealous that Jack's friends with August.

QUESTIONS
Do you think that Julian will start to bully Jack more cause he's friends with August again?
do you think that Julian will spread rumors about August and look out?

Connector

Name: Mia A	Text Selection
Book: Other Words for Home	Author: Jasmine Warga
Connect something from this reading selection to a current event or trend.	What connects this selection to something you have read or experienced?
TRENDS The immigration of Jude to America is the same as the current immigrants coming from Mexico.	I can connect it to Percy Jackson: the lightning thief because he goes from living in the city to a tiny town.
ACROSS DISCIPLINES How does this selection relate to something from another subject (science, social studies/history/art, math, etc.)?	How does this selection connect to something that you have read or experienced?
It relates to art because Jude's Aunt loves french decor.	I can connect it to Percy Jackson: the lightning thief because he goes from living in the city to a tiny town.
RULES Compare and contrast the cultural norms presented in this selection with current cultural norms.	Connect any "rules" that the characters must follow with "rules" you have observed in other texts, the world, or your personal life.
-this book is about immigration which is a big debate right now.	You have to show identification to get into America and I have to show a vaccine to go to Broadway.
ETHICS What values do the characters of the selection have? How do they compare to your values?	What biases, stereotypes, or prejudices were revealed in the selection? Have you observed these in other texts or real-world experiences?
Jude's Mom tries to keep their tradition alive and my family tries to keep my traditions alive.	Jude's Mom is bias that the aunt isn't keeping their culture in the home.

Empathy; Understanding Others; Agency



2021-22 MMS Next Steps

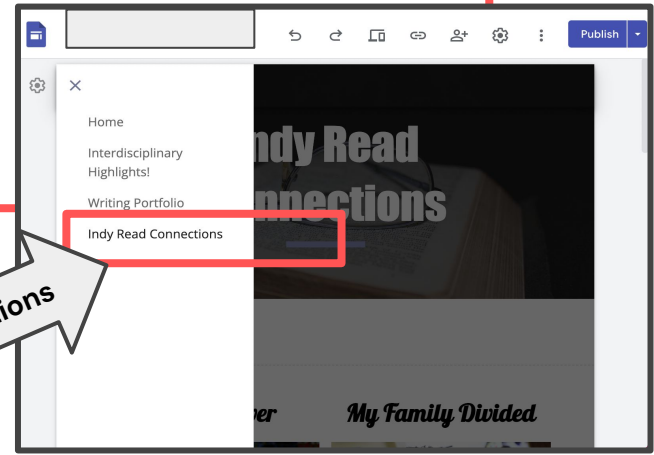
- ❑ Relatability
- ❑ Literacy Skills & SEL Competencies
- ❑ Structure & Collaboration

POST IT #3

GIST:	TFWCP:	QUESTIONS:
<p>Thoughts, Feelings, Wonderings, Predictions (choose at least 2):</p> <p>I feel scared from this image (p.11) because I see Red's fear and the wolf's ferociousness shown at the same time.</p> <p>I wonder why the author decided to show such strong visualizations throughout the text.</p> <p>When I compare this version to other variations of Red Riding Hood, the wolf doesn't eat Little Red Riding Hood. In this version, he eats her and she is in his stomach with her grandma.</p> <p>I think Red is very brave to be able to come up with a plan while her life was in danger.</p>		

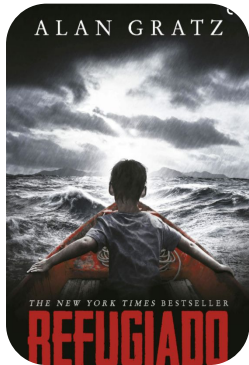
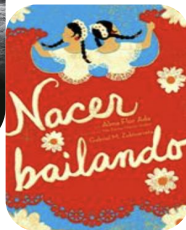
Book Club Journals

Portfolio Reflections



Book Clubs in Action: 7th Grade SLA

Relatability



Literacy Skills

Esta de texto

"una solución que mantuvo a su familia unida ¡pues no vamos todos!"
- Isabel

Imagen

Ahí

Conexión

una conexión que tiene el libro al libro 'A Long Walk to Water' es el personaje Salva. Se tenía que ir de la casa como Isabel.

Pregunta central

¿Porque es importante conocer la historia de otra personas?

Análisis

Esto es un momento importante porque van a tener que sobrevivir sin una casa y van a tener que esconderse de Fidel Castro. Ella tiene esperanza como Salva en 'A Long Walk to Water'.

Es importante porque tu puedes decir algo que le puede ofender porque tu no sabias que le a pasado en su infancia. Ellos podian tener trauma, abuso, ansiedad, etc.

Esto es un momento importante porque a veces que Isabel sabe que tiene que mantener su familia junta a todo costo.

Me plegaita; Isabel podría mantener a su familia junta después de salir de Cuba.

"Isabel le mostro la trompeta... Era su posesión más valiosa." pg.55

Es muy importante conocer la historia de otras personas porque puedes aplicar lo que aprendes que las personas hicieron o no hicieron.

Capitulo 12

"Josef habia visto cuadros del líder Mazi por todo el barco, y el salón social no era una excepción. Un gran retrato de Hitler colgaba del centro de la sala y los vigilaba a todos."

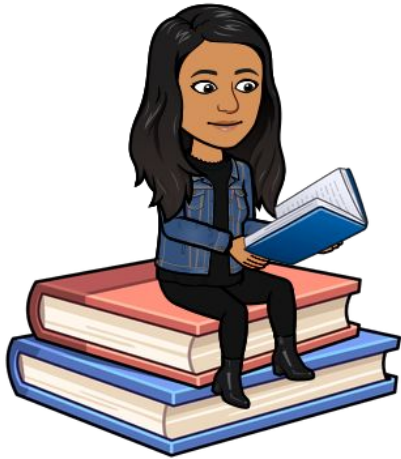
Este momento es importante porque Josef y su familia están en peligro.

¿Porque voy Nazos en el barco? ¿como vivieron?

¿Dónde vive a y ¿ahorahora?

# de Capitulo	Momento Importante	Evidencia/Cita	¿Por qué?
5	El padre de Isabel fue arrestado protestando para libertad. Ella se da cuenta que su padre necesita irse de Cuba esa misma noche.	"Papi tenía que marcharse de Cuba. Esa misma noche."	Está la razón de porque su familia tenía que salir de Cuba. También no era legal entonces va ser difícil. También va a cambiar mucho sobre su vida.

Next Steps: 7th Grade SLA



- ❑ Goal Setting
- ❑ Reading and Writing Conferences
- ❑ Discussion Protocols (Spider Web)



Book Club Journey Summary

1

Student Choice & Diversity of Choice

3

Connections with Each Other, Books, and EQ

2

Grades 2-11 Implementation

4

Continual Improvement & Growth

5

District of Excited & Impassioned Readers



#DidyouknowMineola



37 Units

"Who are you as a reader?" is just as important as asking, "What are you reading?"



37 anchor texts, 37 opportunities for choice



74 Books

The Goal to Become a Reader

The End!



The **more** that you read, the **more** things you will know. The **more** that you learn, the **more** places you'll go.

Dr. Seuss