



BOOK CLUB GUIDELINES

- **Prepares for group meeting ahead of time, i.e., section is marked and thinking is visible – Post It's work.**
- **Quickly comes to group meeting excited and ready to begin discussion.**
- **Uses comprehension strategy language (visual image, synthesize, connect, predict, infer, analyze, summarize).**
- **Actively participates in book discussion, i.e., shares thinking.**
- **Supports thinking using evidence from text**
- **Stays on topic.**
- **Makes eye contact with person speaking.**
- **Listens carefully to each other's thinking and compares it to their own thinking.**
- **Takes turns speaking.**
- **Offers opinion and/or builds on ideas at appropriate times.**
- **Respects others thinking and reacts using language of responding.**
- **Asks questions when needed to clarify understanding.**
- **Achieves deeper comprehension through discussion.**

Get along

Respect others

On task

Use quiet voices

Participate

Stay in your group!

STUDENT SELF-EVALUATION SHEET

Name: _____

Date: _____

Tell what you did in your group. Circle your answer.

1. I read my book and marked my thinking.

Yes or No

2. I told my ideas about the book.

A lot Some A Little Not at all

3. I used reading words to talk about my ideas (visualizing, connecting, questioning, inferring, synthesizing, predicting, etc.).

A lot Some A Little Not at all

4. I read or showed pictures from the book to help explain my ideas.

A lot Some A Little Not at all

5. I listened when others talked.

A lot Some A Little Not at all

6. I asked good questions.

A lot Some A Little Not at all

7. I took my book to the group discussion.

Yes or No

8. I did not leave my group during our discussion time.

Yes or No

9. I used a quiet “inside” voice during discussion.

Yes or No

10. What could make your Book Club work better?



THINKING STRATEGIES

Questioning



Readers have questions before, during, after reading.

Making Connections



Readers make test-to-self, text-to-text, text-to-world connections while reading.

Inferring



Readers can think beyond the words of the text, use the words to give you clues to the author's message.

Making Mental Images



Readers create pictures in their mind using all senses.

Using Schema



Readers use what they already know to help them understand text.

Determining Importance



Readers sort main ideas from supporting details.

Synthesizing



Readers seek to understand the big idea or theme in text.

Predicting



Readers think while reading by predicting upcoming events.



THINKING STRATEGIES

Questioning



Readers have questions before, during, after reading.

Making Connections



Readers make test-to-self, text-to-text, text-to-world connections while reading.

Inferring



Readers can think beyond the words of the text, use the words to give you clues to the author's message.

Making Mental Images



Readers create pictures in their mind using all senses.

Using Schema



Readers use what they already know to help them understand text.

Determining Importance



Readers sort main ideas from supporting details.

Synthesizing

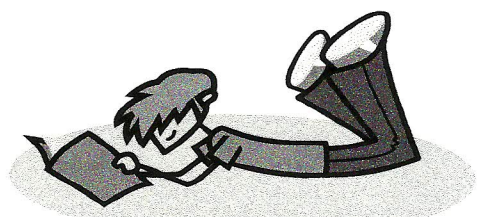


Readers seek to understand the big idea or theme in text.

Predicting



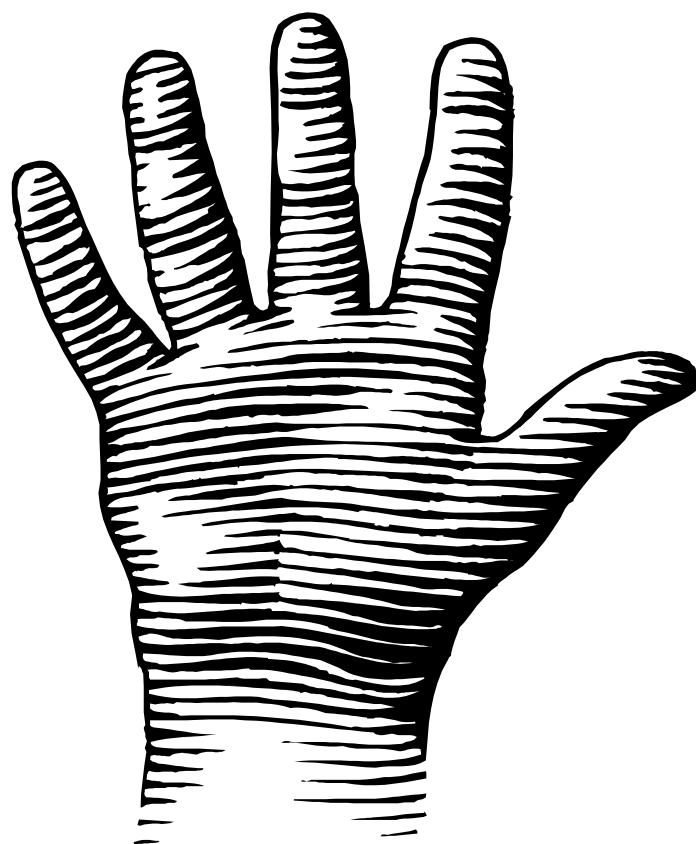
Readers think while reading by predicting upcoming events.



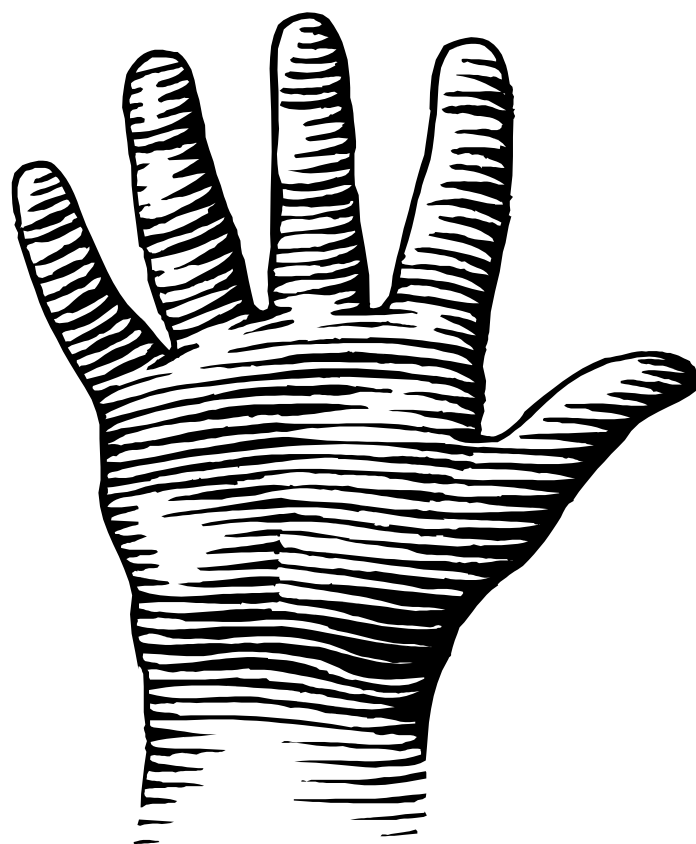


5

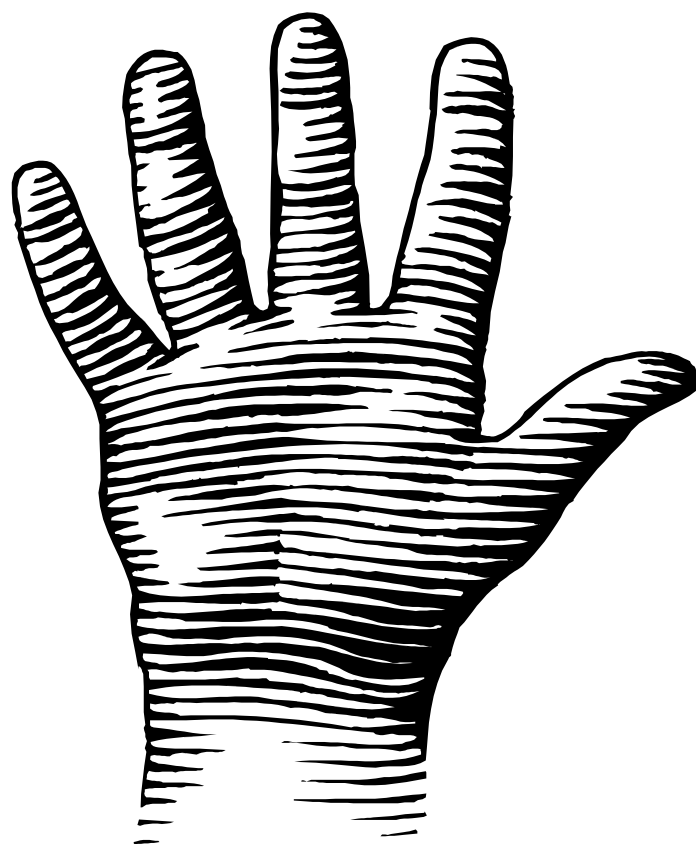
Finger Rule for Choosing a Book



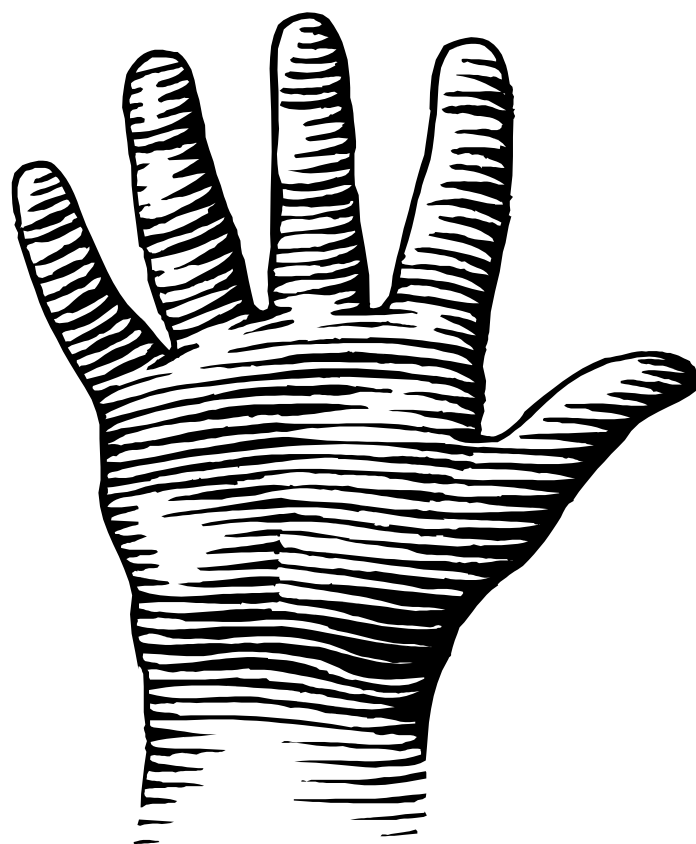
**1. Pick a book that's
not too hard, not too
easy.**



**2. Open to any page
in the book.**



**3. Read the entire
page.**



**4. Each time you
miss a word hold up
one finger.**



**5. If you hold up 5
fingers or more,
the book is too
hard. Try again!**