A Companion Book is a literary analysis of a piece of literature.  The purpose of a companion book is for students to write powerfully and analytically about their reading; to think big about themes but always connecting them to the events and characters in the book.  As students move through their books, taking notes to follow story elements, they will begin to devise sections that showcase their most insightful thoughts about the text.  To read like a writer, students must take note of the particular crafting techniques the author used and figure out why the author might have used them. This project incorporates both reading competencies and the competencies for information writing.

**I provide an objective summary of the text.**

**Thesis statement for one theme:**

**Find at least three pieces of evidence and explain how you are going to use it.**  Remember, your evidence can be taken from any of the story elements such as character development, conflict, plot, or setting.

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| ***Evidence***  ***Quote or paraphrase*** | pg # | ***Elaboration / explanation of how this evidence supports the theme*** |
| I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  I use details as a springboard for interpretation and elaboration. |  | I can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. |

**Craft: Find one technique the author uses such as flashbacks, flash forwards, chapters, perspective, and explain why you think the author uses this technique.  Write your thesis statement here and complete the chart below.**

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| ***Evidence***  ***Quote or paraphrase*** | pg # | ***Elaboration / explanation of how this evidence supports ideas or argument about the use of craft.*** |
| I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  I use details as a springboard for interpretation and elaboration. |  |  |

**Craft:  Find one technique the author uses throughout the book to propel the action, reveal aspects of a character, or provoke a decision.  Write your thesis statement here and fill in the chart below.**

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| ***Evidence***  ***Quote or paraphrase*** | pg # | ***Elaboration / explanation of how this evidence supports ideas or argument about the use of craft.*** |
| I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  I use details as a springboard for interpretation and elaboration. |  | I analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies. |

**Reading Targets:**

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| I can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.  **At least one theme** |
| I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  I use details as a springboard for interpretation and elaboration. |
| I provide an objective summary of the text   **Introduction** |
| Craft  I analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies. |

**Information Writing**

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| Lead | I interested the reader in the topic by explaining its significance, or providing a compelling fact, statistic, or anecdote.  I made clear what parts of the topic this text would tackle, and how the ideas and information in the text would unfold. |
| Transitions | I used transitions to link concepts with related information.  The transitions help the reader follow from part to part and make it clear when information is an example of a bigger idea, follows from an earlier point, introduces a new idea, or suggests a contrast.  I used such transitions as *specifically, for instance, related to, just as, turning to, on the other hand, and however.* |
| Ending | In my conclusion, I reinforced and built on the main point(s) in a way that made the entire piece a cohesive whole.  The conclusion may have restated the main points, responded to them, or highlighted their significance. |
| Organization | I focused my writing on a subtopic or a particular point or two.  I organized my piece into parts and used structures (claims and supports, problem/solution, sequence, etc.) to organize those parts (and perhaps the whole).  I used introductions, topic sentences, transitions, formatting and graphics, where appropriate, to clarify the structure of the piece and to highlight the main points. |
| Elaboration | I included varied kinds of information such as facts, quotations, examples, and definitions.  I analyzed or explained the information, showing how the information fit with my key points or subtopics, including graphics where appropriate.  I consistently incorporated and cited sources.  I worked to make my topic compelling as well as understandable.  I brought out why it mattered and why the audience should care about it. |
| Craft | I used words purposefully to affect meaning and tone.  I chose precise words and used metaphors, anecdotes, images, or comparisons to explain what I mean.  I include domain-specific, technical vocabulary, and defined these terms when appropriate.  I used a formal tone, but varied it appropriately to engage the reader. |
| Spelling | I checked spelling of technical, domain-specific words and was careful with the spelling of citations. |
| Punctuation and Sentence Structure | I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.  I used internal punctuation appropriately within sentences and when citing sources, including commas, dashes, parentheses, colons and semicolons. |

**Mind Map Checklist**

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| My mind map includes at least four main branches, with several branches per concept. |  |
| I use important keywords for each concept. |  |
| The central **image** stands out meaningfully and is clearly related to the main idea. |  |
| Ideas have key images and words throughout.  I use metaphor or images quoted from the book. |  |
| I effectively use color, codes, curved branches and/or links to meaningfully clarify connections for all aspects of the mind map. |  |