

RESPONSE TO READING

There are many activities to extend comprehension after reading. It is the teacher's discretion, based on student ability, as to how often to require written response to reading.

MATERIALS:

A large collection of books covering a wide range of reading levels, literature forms and interests

PROCEDURES:

- Students read a book independently or the teacher reads a book aloud.
- Following the reading of a text, students select a follow up activity from guidelines provided by the teacher.
- Activities focus on comprehension at the literal, inferential or evaluative levels (see reading response activities table)

EXTENSIONS:

- Students may write in a response journal on one or more of the following topics:
 - a summary of the text
 - an evaluation of a character
 - a discussion of a favorite passage
 - a connection to self or own experiences.
- Teacher or students can create questions to assess and extend comprehension.
- Retelling is a literal understanding of the story – what you can clearly see.
- Reflecting is an inference made from the story – you must dig deeper to find the answer
- Relating is bringing our own experience to the meaning of the story.
- Teacher or students can create questions that require students to retell, relate or reflect on a text.
- Students can answer their own or others' questions.

Building Criteria for Literary Response

- Describe what we wonder about or don't understand (question)
- Guess what might happen in the story (predict)
- Tell whether predictions were right (confirm)
- Tell what a character is like and offer evidence for opinions (describe and justify)
- Copy words or phrases that we like (quote)
- Tell what or who the story reminds us of in our own lives (connect)
- Figure out the big idea or theme that author may be trying to get across (analyze)
- Describe the story's problem and how it is solved (explain)
- Tell what we would have done differently if we were the author (invent)
- List the subjects and situations a particular author writes about in different books (analyze)
- Explain what makes one book better or worse than another (evaluate and compare/contrast)
- Describe the way an author writes beginnings, endings, chapter titles (analyze)
- Show how two characters are alike and different (compare/contrast)
- Rate the book and give the reasons for opinion (evaluate and justify)
- Tell why we chose a book (explain)
- Name someone we would recommend a book to and why (infer and justify)
- Point out any changes we notice in our preferences for books, series, genres, or authors (analyze)
- Give reasons for abandoning a book (justify)
- Tell what we plan to read next (plan)
- The kind of help we'd like our teacher to give us (analyze and plan)

RESPONSE TO READING ACTIVITIES

LITERAL	INFERENCE	EVALUATE	APPLICATIONS
create a bulletin board for a story	conduct a cooking activity	write a letter to the author	read a story sequel to the story
tape record your favorite part	write a new sequel for the story	write a letter to a character	compare/contrast related stories
write a simple play	dress up as a character	create a poster to advertise the book	write a modernized version
draw the sequence of a story	create a title for the story	write a new story using the title	rate a book
write a commercial	rewrite chapter titles to reflect text	nominate the book for an award	relate to previous story
draw a mural for a story	write a new ending	draw the characters in a new setting	create a book jacket
create a character wanted poster	write a newspaper article		create a travel brochure
create a bookmark	create a character wanted poster		dramatize a story
read to another student	draw a cartoon sequence		create a mask
write a diary entry	change point of view		create a story puppet
respond in a daily journal			read other stories by the author
make a shadow box			make models
create a diorama			use graphic organizers
create a story display			create a story quilt
make a timeline of events			interview a character
draw a story map			rewrite the story in your own words
create an author display			state the moral in the story
draw your favorite character			write a phone message for a character
draw your favorite event			rate a character
ask the teacher questions			
create a theme song for the story			

READING WORKSHOP

Response Sentence Starters

- ☆ I began to think of
- ☆ I know the feeling of . . .
- ☆ I love the way
- ☆ I can't really understand . . .
- ☆ I can't believe . . .
- ☆ I realized . . .
- ☆ I wonder why . . .
- ☆ I noticed . . .
- ☆ I think . . .
- ☆ I was surprised . . .
- ☆ If I were . . .
- ☆ I'm not sure . . .
- ☆ I predict . . .
- ☆ My favorite character is . . . because . . .
- ☆ I like the way the author . . .
- ☆ When I don't know a word I . . .
- ☆ A great word is . . .
- ☆ I felt sad when . . .
- ☆ This made me think of . . .
- ☆ If I could talk to the author . . .

THINK QUESTION WONDER CONNECT

Fiction Response Prompts

Read the assigned selection and write a response. Begin each response with the book title and the date of entry

- Tell about what happened in the story.
- Ask questions about things that confuse you or that you wonder about.
- Describe your feelings about the events.
- Describe your feelings about characters.
- Copy down a quote from a character and tell why you think it's meaningful.
- Describe your favorite part.
- Make a prediction about what will happen next.
- Tell how you would react if you were one of the characters in the story.
- Describe a part that surprised you.
- Does the author use any strong imagery in the story (similes, metaphors, etc.)? Give examples.
- Write a letter to the author or a character.
- Draw pictures or create graphic organizers.

Nonfiction Prompts

Before you read the book . . .

- What do you know about the topic before getting started on the book?
- What do you want to learn?
- Why did you choose this book?
- While reading the book . . .
- What information surprised you?
- How can you use this information in your life?
- What information do you question or think might not be correct? How might you check it out?
- What is the most important thing you have learned? Why?
- What is the most interesting thing you read?
- What techniques does the author use to make this information easy to understand?
- Where do you think you could look for more information on this topic?

Questions Students can respond to after text

- What stands out for you in this text?
- What confuses you?
- What surprises you?
- What are you left wondering or questioning?
- Is there a setting that you can connect or relate to
- Are there events that remind you of something in your life? Explain with examples

READING RESPONSE PROJECT RUBRIC (BOOK REPORT)

Name: _____ Date: _____

Keep this sheet in your trapper at all times. As you make your book report, look at the list of story elements you need to speak about. Each one becomes a paragraph. Use this rubric for guidance to decide if your work is your best. Then make a project to accompany the book report. See the list of suggestions for ideas. Don something different. Be prepared to present the book report and project in about two minutes. Use the presentation guide on the back of this sheet to help you prepare for the presentation.

1	2	3	4
NOVICE	APPRENTICE	PRACTITIONER	EXPERT
<input type="checkbox"/> project does not convey meaning of book	<input type="checkbox"/> project partially communicates meaning of book	<input type="checkbox"/> project adequately communicates meaning of book	<input type="checkbox"/> project clearly communicates meaning of book
<input type="checkbox"/> no organization evident	<input type="checkbox"/> lacks organization	<input type="checkbox"/> generally organized	<input type="checkbox"/> well organized
<input type="checkbox"/> lacks appeal	<input type="checkbox"/> some visual appeal	<input type="checkbox"/> visually appealing to audience	<input type="checkbox"/> visually creative and artistic
<input type="checkbox"/> little attention to details	<input type="checkbox"/> slight attention to details	<input type="checkbox"/> strong attention to details	<input type="checkbox"/> thorough attention to details
<input type="checkbox"/> minimal response from audience	<input type="checkbox"/> may or may not draw audience to book	<input type="checkbox"/> project somewhat attracts audience to book	<input type="checkbox"/> convincingly draws audience to book

Comments:

Name _____

Date _____

What I Know

What I Learned

Blank space for writing 'What I Know'.

Blank space for writing 'What I Learned'.

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

Subject: _____

Subject: _____

