



TYWLS 6th graders Reading Response Guide

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Table Of Contents

Get some <i>critical</i> and <i>creative</i> thinking going with: writing prompts for fiction independent reading books...	pg 3
Post-It Note responses...	pg 10
Be <i>informative</i> and <i>analytical</i> with: writing prompts for non-fiction independent reading books...	pg 12
<i><u>Remember:</u> Non-fiction books can be based on factual research or the re-telling of personal memories.</i>	
<i>Writing tips</i> and <i>checklists</i> help improve performance. Check out these pages for some self-assessment tools...	pg 17

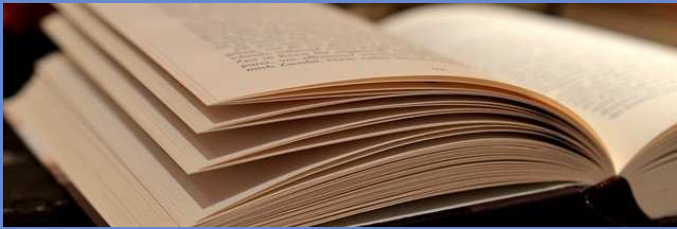
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Prompts For **Fiction** Independent Reading Books





Prompt #1

Explain your opinion of one of the main characters.

Include your judgments about this character's actions and decisions. You can also share if you would or would not be friends with this person.

Prompt #2

Compare and contrast two main characters.

Writing Wiggle Room:

- You can compare two main characters from the book you're reading now OR compare a main character from your **current** book to a main character from a **book or story you've previously read.**





Critical Thinking Reminders:

1) Symbols are when an object, person, or action represents more than what it actually is. For instance, a watch can't symbolize time. It is time!

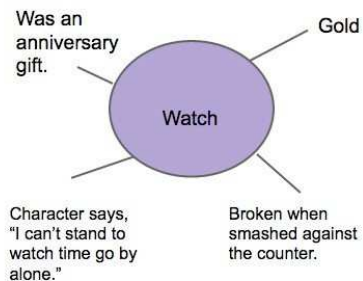
However, if a character breaks his/her watch soon after a divorce and says, "I can't stand to see time go by alone," then that watch would symbolize the character's struggle to move on after the loss of the relationship.

2) It helps to make a web like the example on the right. Inside the circle, write the name of the object. Outside the circle write down all the important descriptions related to the object. Afterwards, examine the language closely to make conclusions about the deeper meaning of the object.

Prompt #3

Did the author use any symbols in your most recent section of reading? What were they and what did those symbols reveal?

Web Example:



Prompt #4

Describe a conflict a main character is experiencing.
Rate from 1-10 how the character is handling this conflict.

A rating of **1** means the character is a **pro** dealing with the issue. A rating of **10** means your character is the **worst** at facing the conflict.



SAMPLE

10/12/13

Book: The Beast by Walter Dean Myers

Pages read: 83-108

Response to prompt #4:

Anthony, also known as Spoon, is going through an internal conflict (a conflict that exists inside his mind). He's unsure if he wants to continue his relationship with his girlfriend, Gabi. Spoon recently found out she's been "skin surfing" drugs to help deal with the fact that her mom is very sick and in the hospital. Spoon feels Gabi's pain and fear with her but he knows she needs to quit drugs. Since Spoon doesn't go to school or live near her anymore, it makes it even harder for him to be able to help.

Some people might put Spoon between a 1 and a 5 since he's doing well in school and he is trying to help Gabi as much as he can. For instance, when he meets up with Gabi he tries to get her to talk about the future so she feels more positive. I like what he's trying to do, but I think he's going about it wrong because the things in the future he mentions are having kids with him. I know he's desperate to get her mind off things, but Spoon shares with a friend in the next chapter that he thinks he needs to break up with Gabi. He even kisses another girl that he's known for awhile. He does this because he is feeling lonely trying to help Gabi so he's not a bad guy. He's just confused and not handling this well. Ultimately, I'd rate him an 6.

Prompt #5

Pick an important moment from your most recent section of reading. Describe what happened in that moment and its importance. Then, focus in on a sentence or two in that scene and explain why those lines stand out to you.



SAMPLE

11/4/13

Book: I'll Give You The Sun by Jandy Nelson

Pages read: 21- 58

Response to prompt #5:

An important moment in this section of reading is when Jude sits down to meet with her guidance counselor, Sandy. Jude is 16 and in art school, but she wishes her brother had gotten accepted into the school rather than her. In fact, she feels guilty that she's there and her brother isn't. Her mother also recently died so the conversation with Sandy is *tense*. He rakes Jude over the coals because her latest piece of artwork was only a blob of clay that broke mysteriously before presentations began. He advises her to go see a famous artist for inspiration and tells Jude if she can't create something better than a blob, then she's going to be kicked out. She tells Sandy she doesn't care. He sees right through her toughness though and as he continues to speak to her, Jude says to herself, "His words are loosening something inside. I don't like it." (34). That line stands out to me because it reveals how the counselor is breaking through to her. Jude starts to think about how her mom wanted her to be in that school and she changes her mind, shouting at him suddenly she doesn't want to leave. This scene is important because it is part of the rising action. Her conflict is now proving she belongs there, but if she does, it seems like it will only make her relationship with her brother worse. She has some tough choices ahead.



Popular Topics in Young Adult Texts

- Innocence
- Friendship
- Grief
- Maturing
- Identity
- Risk
- Guilt
- Being an outsider
- Heroism
- Power
- Conformity (acting, like others in a group you wish to belong to)
- Silence

Prompt #6

Name a lesson, or theme, the author is communicating in the book. Explain how you know this is the lesson and give at least two pieces of evidence.

Writing Reminders:

** This prompt can only be chosen when you are close to the end of the book.*

**To phrase the lesson, state what the author is teaching about a topic, do not just name the topic.*

Lesson Example:

The greatest power comes from what we do, not what we say.

For topic ideas to help you phrase the lesson, see the list to the left.



Got stuck while reading?
Don't worry. It happens to
the best of us.

Try these strategies:



☆ Visualize

Visualizing means making a movie in your mind based on the author's words. If you're reading and you start to feel confused: go back and *slowly* re-read, visualizing the scene carefully.

☆ Ask questions

Some books leave you guessing in order to create suspense. Keep track of your questions by writing them down in your writing journal or on post-it notes. Look for the answers as you continue to read or try talking to someone about potential answers. When you re-tell what you know to the listener, the answer might hit you!

☆ Take notes

-Keep track of the plot by keeping a list of main events in chronological order.

-Keep track of the characters by writing their names down on post-it notes. Next to each name write identifying information like age, job, and relationship to the main character. Place those post-it notes in your book on the back of the front cover. As you read, you can refresh your memory of characters by flipping to the front.

☆ Make predictions

Predictions can help you keep track of the story. In your reading responses, include ideas about what will happen next.



Post-It Note Responses

In order to do post-it note responses, there must be post-it notes in your independent reading book that have reactions to the text written on them.

To write the response, take one or more post-its out of your independent reading book and place them in your writing journal.

Then, write your entry including the following information:

- 1) What happened on the page you left the post-it note reaction?
- 2) Why is what happened on that page important?
- 3) How did those pages impact you as a reader? Did it make you:
 - a. realize something about yourself or the story?
 - b. think something is going to happen next?
 - c. feel an emotion? What was the emotion? How did the author make you feel that way?

*Use the examples on the next page to guide you.

Writing Wiggle Room:

Post-it note responses are more popular for fiction books, but can absolutely be done using non-fiction too!

12/20/13

Book: The Sun Always Rises by Ernest Hemingway

Pages read: 1-27

Jake seems depressed.

Why does he care SOO much about her?

In my last section of reading the main character , Jake, seems depressed. He becomes disinterested in a possible vacation with a friend and starts lying to people for fun at a party. His lie was that the woman he brought to the party was his fiancée. Except, she was a woman he barely knew. In fact, Jake didn't even know her last name! I laughed when others at the party realize he barely knows her. However, the scene turned sad when Brett Ashley, the woman Jake really loves, walks in. She's beautiful and recently divorced. Jake ditches his date and goes to talk to Brett Ashley. This is important because it creates a conflict. Jake is clearly unhappy because he doesn't have the woman he loves.



1/7/14

Book: How They Croaked by Georgia Bragg

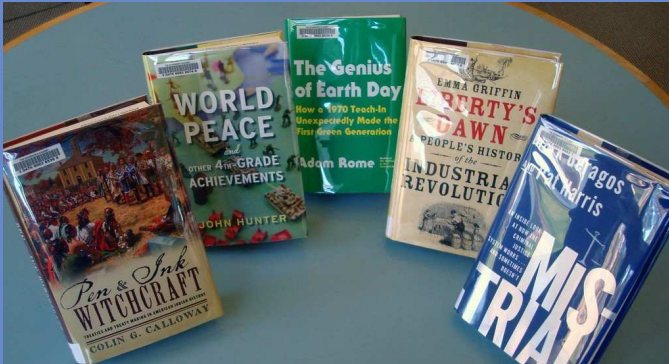
Pages read: 23-43

WHOA!

On the page I left this post-it, the story of Columbus' death was told. The author said that Columbus was practically blind and his hands were bloody and like claws on his last voyage. When he returned without any treasure, he was a laughing stock to the rulers and people of Spain. Eventually, he died from Rieter's disease. No one even came to his funeral! This shocked me because he's so famous today for discovering America (even though Native Americans were already living there). It's important to know this history of his death. It shows how Columbus kept sailing to discover more of the world even though the journeys were destroying his body. This section of the book makes me realize how many of the greatest thinkers in world history got pain and isolation for challenging what the world accepted as true.



Prompts for Non-Fiction Independent Reading Books



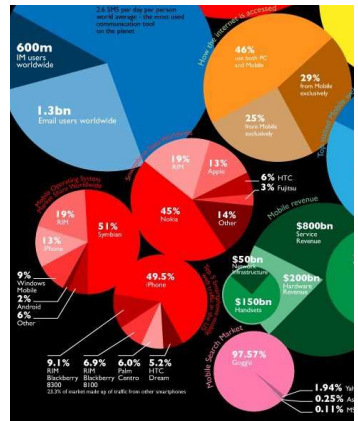
Prompt #7 Part A



Which part of the book or article is most interesting to you? Explain and give at least two examples.

Prompt #7 Part B

Pick one photo or graphic. What information did you gain from that photo or graphic? Why is that information important?



Prompt #8

Why did the author write this book or article? How do you know? Explain using at least three details from the text.

PURPOSE

Sample

1/16/14

Book: The Immortal Life of Henrietta Lacks by Rebecca Skloot

Pages read: 280- 310.. the end!

Response to prompt #8:

The author wrote this book in order to explore the history behind groundbreaking scientific discoveries. The discoveries that this book focuses on are from experiments with cancer cells taken from a woman named Henrietta Lacks in the 1950's. I can tell the author wants to share that even though doctors work to help people by creating cures and treatments for disease, they can also take advantage of their patients. One detail that supports this idea is the Tuskegee study. The author explains how doctors tricked patients into agreeing to dangerous experimental procedures. The men who died in this study did not realize the doctors were using them to learn about disease. Another detail that supports this idea is when doctors took cancer cells from Henrietta Lacks after she died. The doctors didn't fully explain to her children what a cell was and how it came from their mother. Overall, this reveals that doctors in the past had little concern for the mental health of their patients.

Prompt #9

Compare this book or article to another one you have read this year. Compare things like:

- **Main Idea**
- **Text Type**
(informative, persuasive, or memoir?)
- **Use of Pictures and Graphics**
- **Organization of Content**
Organization types: chronological, step by step, cause and effect, problem-solution

Text 1	Both Texts	Text 2



Tip: Brainstorm using a square venn diagram before writing the response.

Sample

9/14/15

Article 1: "King Tut's Tomb May Hide Nefertiti's Secret Grave" by Tia Ghose
Source: www.livescience.com/51837-king-tut-tomb-holds-nefertiti.html

Article 2: "Ketogenic Diet Helps Epilepsy" by Samantha Chang
Source: www.examiner.com/article/ketogenic-diet

Pages Read- 1-3 and 1-4

Response to prompt #9:

These articles are both about discovery. In the article about King Tut, archaeologists think they found a door behind King Tut's tomb. They believe it could be where his mother, Queen Nefertiti, is buried. If that is true, artifacts in her tomb might add weight to the theory that she became the ruler of Egypt after her husband died. In the article about the ketogenic diet, a cancer researcher believes that he's discovered how a low carb and high fat diet helps prevent seizures and memory loss.

Both articles are informative. The one on King Tut goes into the history already known about King Tut and why Nefertiti's tomb (if it is even there!) would be important. Similarly, the diet article is informative because it focuses on describing D'Agostino's research. However, the article also seems persuasive because it seems like the author wants to convince the reader the diet is positive. The way the article is organized into sections with headlines proves this. One section is called "Keto Diet Protects the Brain." Another is called: "We're Only as Healthy as Our Mitochondria." Both sections go into the many health benefits that people would get from following this diet.

Prompt # 10

Copy the chart below into your writing journal.
Then write information from the book or article you read in the appropriate spot on the chart.

Tip: Do not make the chart small. It must be big enough for you to write full sentences and questions!

The chart is a large rounded rectangle divided into four quadrants by a vertical and a horizontal line. The top-left quadrant is labeled "Facts I Learned:", the top-right "Things I Want to Share:", and the bottom-right "Questions I have:". In the center, where the lines intersect, there is a light blue rounded square box labeled "Topic:".



Response Checklist

If you review your reading response and can check "no" for any question below, then you must go back and fix your response. If you're unsure how to fix it, ask your advisor or seek out a peer tutor during advisory.

- | | | | | |
|--|--------------------------|------------|--------------------------|-----------|
| 1) Did I include the date? | <input type="checkbox"/> | yes | <input type="checkbox"/> | no |
| 2) Did I include the title and author of the book or article?
<i>- Book titles should be underlined</i>
<i>- Article and poem titles go in quotation marks</i> | <input type="checkbox"/> | yes | <input type="checkbox"/> | no |
| 3) Did I include the pages I read? | <input type="checkbox"/> | yes | <input type="checkbox"/> | no |
| 4) Did I write at least eight sentences? | <input type="checkbox"/> | yes | <input type="checkbox"/> | no |
| 5) Does my writing flow? In other words, do I help my reader follow my ideas or is it confusing? | <input type="checkbox"/> | yes | <input type="checkbox"/> | no |
| 6) Was I specific about the five w's?
<i>- who - what - where - when - why</i> | <input type="checkbox"/> | yes | <input type="checkbox"/> | no |

Writing Tips

Get The Scoop!

Great sites for global and national news:

- <http://magazines.scholastic.com/>
- www.newela.com
- <http://www.timeforkids.com/>

Unsure how to begin?

Start your response with a statement that refers back to the prompt. For more guidance on how to do this, go back and re-read some response examples.

Stuck on how to develop your ideas?

See if any of these sentence starters fit what you're trying to say as you build your response:

- One detail that supports this idea is...
- This detail proves...
- The author does this to communicate...
- This leads the reader to believe..
- Similarly,...
- On the other hand, ...
- As a result,...



