**Reading Response**

**English Language Arts**

Each week, you will need to read \_\_\_\_\_\_\_\_ pages from either an independent book or a class book and periodically I will check in on your reading by asking you to do some writing. I will put a due date on the board, and then you will write a reading response that answers **one** of the questions from the list on the back of this sheet. Each response should be a focused and fully developed paragraph that explains your thinking your reading. I will read and score responses on the NCUJHS paragraph rubric. Some weeks you will be able to choose your own question and some weeks I may assign you one.

Begin by writing your name, the date, title of the book, author and pages numbers your response covers at the top of the page. Example:

John Deere

9/2/18

*The Lightning Thief* by Rick Riordan

Pgs 34-97

 Your response should look something like this:

* A **topic sentence** that turns the question into a statement.
* Any **background/context** necessary to understand your point.
* Details that provide **evidence from the text to support your point.**
* Follow-up sentences *to*  **explain** your thinking.
* **Concluding sentence**.

Remember also that it may have been a long time since I read the book you are reading. There may even be a chance I have never read the book! This means you may need to give me enough information about what is happening in the book so that I will understand your response. For example, you may need to tell me who and where the characters are.

A final word to the wise: if you want a good grade, score yourself on the NCUJHS paragraph rubric before turning it in. If you see an area of weakness, revise! You can always ask me for help making revisions *before* the due date.

**Response Questions**

**Directions:** Choose one to answer in a well-developed paragraph.

**Fiction or Narrative Nonfiction (stories)**

**Initial Response:**

1. What did you like or dislike about this part of the text?
2. What part of the section you read was most significant? Why?
3. What was the most important word in this part of the text? Why?
4. How did what you just read make you feel or think? Identify the parts that caused those thoughts or feelings.
5. Would you want to read another book by this author? Why or why not?
6. If you could talk to the author of the text about what you just read, what would you ask him/her? Why?
7. Is this part of the story believable? Why or why not?
8. Without peeking ahead, what do you think will happen next in the story? Why do you think that?
9. Could the story be considered a tragedy? Why?

**Questions about character:**

1. How would you describe a character in the text? What are his/her character traits? Include evidence.
2. Compare and contrast two characters.
3. Explain how the minor characters are used in this part of the story.
4. Are the characters in the story stereotypes? Why or why not?
5. Describe how a character changes and grows in the story. What causes him/her to change?
6. Which character did you like or dislike in this part of the story? Why?
7. Do the characters make wise decisions? Why are why not?
8. What lessons did the characters learn in this section of the story?
9. Would you consider the character a hero? Why or why not?
10. What does a character’s response to adversity reveal about his/her traits, values, or beliefs?
11. What are the character’s values and beliefs? How do they motivate him/her?
12. What is motivating the character to pursue a goal or overcome a conflict? Include evidence.

**Questions about theme:**

1. Describe what you think the theme of this part of the story is. In other words, what is the author’s message? Why do you think that?
2. What faults in our society does this part of the story point out?
3. What does this story point about human nature? In other words, what can we learn from this story about why people behave the way they do?
4. What other title would you choose for the book based on what you just read? Why would you choose that title?

**Questions about point of view:**

1. From what point of view is this part of the story written? What effect does that have on the story?
2. How would the story change if it was written in a different point of view? In other words, what would happen if a different character in the text told the story?

**Questions about setting:**

1. How would a different setting have changed the story?
2. Describe how the setting creates conflicts or shapes the plot.
3. Describe the mood the setting created. How did the setting create that mood?
4. Describe what effect the setting has on the characters

**Questions about author’s craft:**

1. Describe how the author creates humor in the story.
2. Describe how the author creates suspense in the story.
3. Choose a symbol to analyze from your reading.
4. Could anything have been gained by adding another scene or more dialogue to this part of the story? What would you add and why?
5. How did the author foreshadow certain events? Why do you think the author decided to use foreshadowing?
6. How did the author start this story? Why do you think she/he started it this way?
7. How did the author end the story? Why do you think she/he ended it this way?
8. Describe the author’s style of writing. How does it contribute to the value of the story?
9. Describe how the author used a literary device (simile, metaphor, hyperbole). How did that device contribute to the story?
10. Explain how certain words reveal the author’s tone.
11. How would you describe the writer’s tone? How does the tone affect your response to the text?

**Questions about different media:**

1. If the text were made into a movie, which movie stars would you cast in which roles? Why?
2. If the text were turned into a play, which scenes would you leave in and which would you leave out? Where would each scene begin and end? What would the climax be? Explain your choices.
3. Discuss how this story reminded you of another text, movie, play, TV show, current event or historical event.

**Expository/Informational Texts (anything that is not a story)**

1. What is the primary argument made by the author? In other words, what is the author’s main idea? How do you know?
2. Does the writer’s language, tone or choice of examples reveal any biases? If so, do the writer’s biases reduce his or her credibility?
3. If the book addressed an issue, did the author cover both sides of the topic fairly and thoroughly or did the book/article appear to be biased with the author favoring one side of the issue?
4. Do you agree with the points the author is making? Why or why not? Are the arguments valid? Is there enough support?
5. How is the article organized? (cause/effect, problem/solution, pro/con, chronological, step by step, argument and support) How do you know?
6. What does the author think about/how does the author feel about \_\_\_\_\_\_\_? How do you know? Back up your answer with quotes and passages from the reading.
7. How do the subtitles help you to understand the central idea?
8. What did you learn from photographs? From charts and diagrams? From illustrations? How did these support your understanding of the reading?
9. How would you describe the writer’s tone? How does the tone affect your response to the text?
10. Explain how certain words reveal the author’s tone.
11. What part of the section you read was most significant? Why?
12. What was the most important word in this part of the text? Why?
13. What did you like or dislike about this part of the text?
14. How did what you just read make you feel or think? Identify the parts that caused those thoughts or feelings.
15. What other title would you choose for the book based on what you just read? Why would you choose that title?
16. Would you want to read another book by this author? Why or why not?
17. If you could talk to the author of the text about what you just read, what would you ask him/her? Why?
18. How did the author start this text? Why do you think she/he started it this way?
19. How did the author end the text? Why do you think she/he ended it this way?
20. What do you think the author’s purpose is? Why did she/he write this text?
21. Describe the author’s style of writing. How does it contribute to the value of the text?

**For the creative thinkers…**

**(These are special options that allow you to process your reading in different way. As such, you may choose one of these options six times per quarter but no more. The other times you must write a traditional paragraph.)**

1. Draw a comic strip or a picture of the most important part of the book. Underneath your picture briefly explain why this part is so important.
2. Draw a comic strip that shows the characters acting out what you think will happen next.
3. Have you ever seen an advice column in a newspaper? Write an exchange between a character and the advice columnist. First, pretend you are a character from your book. Write in to that advice column explaining what your conflict is and asking for help. Then pretend you are the advice columnist and write back giving the character advice.
4. Pretend you are a character in the book and write a diary entry. What is on your mind? What are you worried about? What are you learning?
5. Work with some friends to write a skit acting out an important part in the book. Along with a written script, you must provide a list of character and a brief description of the set. (This is considered a standard part of the script!)
6. Write a song for the main character and perform it! The song should be about what the main character’s conflict is and what she/he is thinking or feeling or learning. It could include advice for the character. You do not have to perform for the class, but you do need to at least perform for me and hand in a written version of the song.)
7. Find a friend and have a book discussion where you discuss at least one of the questions from the list. Either film or record your discussion and submit it to me.

**Sample Responses to Narrative Reading**

Student Name

*Divergent* by Veronica Roth

Pages 15-75

In *Divergent* by Veronica Roth, the main character Beatrice is brave for many reasons. In the beginning of the book, Beatrice leaves her family to join a group called Dauntless. When she first arrives at Dauntless headquarters, all the new group members have to jump off a building to get to the entrance of the compound. Beatrice is the first person to jump off the roof, and she falls into a net. She did not know that there was a net at the bottom, and she jumped while everyone was watching her and laughing at her. Later in the story, during a game of capture the flag, Beatrice climbs a ferris wheel to try to find the other team’s spot. She could have fallen off the ferris wheel and died, but she climbed up anyway. After the game, Beatrice and the other initiates learn to throw knives. While they are throwing, one of the initiates name Al cannot hit the target, and the instructor, Eric, tells him to go get his knives. Al will not because everyone else is still throwing knives, and he is afraid to get hit by one. Eric makes Al stand in front of a target and is going to have Four, the other instructor, throw knives at him, but Beatrice stands up to take Al’s place. Beatrice could have gotten hit by one of the knives and been killed, but that did not stop her from helping Al and letting Four throw knives at her. Beatrice is a very brave girl.

Student Name

*A Great and Terribly Beauty* by Libby Bray

Pages 43 to end

I found the story *A Great and Terrible Beauty* by Libba Bray utterly captivating and I would recommend it because it changed my perception of the Victorian Age. The book takes place at a boarding school in Victorian England. I had always thought that a tremendous amount of the teenage population then were obedient little pets if you will. However, the book is written from the eyes of a girl named Gemma at the boarding school and seeing Victorian England from a child’s eyes was very …different. For example, at one point Gemma sneaks out of the boarding school. She finds a way into a magical realm where she and her friends have magical, but in order to visit this realm she has to sneak out of the school at night with her friends. Gemma likes being in the realms because she finally feels free. I had thought that girls during this time didn’t realize how trapped they were, but Gemma does. Later on in the book Gemma changed my perceptions of Victorian women again when she drank. One night after she has snuck out of the boarding school with her friends they get drunk. It is certainly against the rules for girls at the boarding school to get drunk, so I realized that Gemma not the obedient mouse I thought she would be. Even more shocking, Gemma meets an Indian boy named Kartik and actually kisses him! Girls at this time were not allowed to kiss boys and certainly not ones who weren’t British! Kissing an Indian boy is wild and reckless, which isn’t how I expected a Victorian girl to be. She utterly shocked me. Don’t get me wrong, I know this is fiction, obviously, but it kind of makes you wonder if this kind of rebellion and immaturity could have existed. It made the chance of that bigger somehow.

Student Name

Found by Margaret Peterson Haddix

37-92

In the book Found by Maragaret Peterson Haddix the author uses 3rd omniscient as the point of view because it creates more suspense knowing every character’s point of view and opinion. At the beginning, two of the three main characters get letters saying this:

 YOU ARE ONE OF THE MISSING

The main character that receive this letter first is Johan. He thinks it is just a prank. But his sister Katherine and Chip both think it is serious. Even when Chip receives the letter, Jonah is the only thinking it’s a prank. This is one example where using the point of view 3rd omniscient helps create suspense. When the author made the same thing happen to Chip, it makes the reader more curious and makes the book more suspenseful. Similarly, at one point in the book, the characters are split up and it is just focused on Jonah. Jonah goes home alone from Chip’s house and sees his room light on and shadow in the window. If the story was just focused on one person, the book might have not talked about that which wouldn’t have created suspense in the story. In addition, at one point in the book, Jonah, Chip and Katherine meet at the library with a plan so that they could have one person talking to a witness that saw what they are searching for, and the other two listening/watching from other parts of the library. If the author had written the book in one character’s perspective, the reader wouldn’t be as interested because they wouldn’t know everyone’s thoughts about the plan and meeting the witness. Again, having the story in 3rd omniscient “ups” the suspense and keeps the story interesting and suspenseful and keeps the reader curious. Margaret Petterson Haddix kept me (as the reader) curious by writing the book in 3rd omniscient to create suspense.

**Sample Reading Response to Nonfiction/Informational Text**

Student Name

“My Sister Helped Me Find Beauty Peace” from *Seventeen*

97-105

The article “My Sister Helped Me Find Beauty Peace” is about a woman named Lauren Scruggs whose purpose to this article is to teach you that “looks don’t define you.” I know that’s the message this article is trying to teach everyone because Lauren thought that her face, clothes, hair and body had to be perfect or nobody would like her. So just so everything would be perfect, she became a fashion designer. Then on December 3rd, of 2011, she had gotten into a plane accident by accidentally walking on a moving plane propeller after a flight. She’s lucky that she’s even alive right now. Lauren thought after this accident that no boy would want to look at her anymore. Her sister then told her, “However you treat this situation is how others will treat it. If you aren’t awkward about your eye or hand other people won’t be either!” After her sister helping her find confidence in her even after the accident, it taught her that no matter what you look like, it’s all the other qualities that will give your life meaning. So yes, you’ll still feel unpretty sometimes but don’t beat yourself up over it. Accept you won’t love your looks but that you’ll love your life.