

Comprehension Included in this Book:

Analyzing:

1. Support Predictions with Evidence
 2. Character Trait Predictions
 3. Predicting Character Actions
 4. Predicting Dialogue
 5. Predicting Problems
 6. Predicting Solutions
 7. Predicting Before Reading
 8. Predicting During Reading
 9. Predicting After Reading
 10. Changing Predictions
 11. Analyze How Illustrations and Text Work Together
 12. Analyze Dialogue
 13. Analyze the Use of Descriptive Language
 14. Analyze How Characters Change Over Time
 15. Analyze Different Points of View
 16. Analyze the Mood of the Writing
 17. Analyze the Structure of Complex Plots
 18. Analyze How the Writer Built Suspense
 19. Analyze Overall Opinions of a Text
 20. Analyze the Dialect Used in a Text
-

Background Knowledge:

1. What I Know About the Settings
2. What I Know About the Characters
3. What I Know About the Events
4. What I Know About the Facts
5. Connecting Background to New Learning
6. What I Know About the Topics
7. My Background with Vocabulary Words
8. Personal Connections
9. Illustrating My Prior Knowledge
10. My Mind Map
11. Prior Knowledge Quiz
12. Comparing My Background to Characters
13. Comparing My Setting to the Text
14. Comparing My Problems to the Text
15. Telling Stories About My Background Knowledge
16. Evaluating My Background Knowledge
17. Thinking How My Background Helps Me Read
18. My Best Background Knowledge
19. Background Knowledge and My Perspective
20. How My Background Knowledge Changes

Comprehension Included in this Book:

Cause and Effect:

1. Cause and Effect Matching Set One
 2. Cause and Effect Matching Set Two
 3. Cause and Effect Matching Set Three
 4. If...Then...
 5. Identifying Causes in Texts
 6. Identifying Effects in Texts
 7. Inferring Causes in Texts
 8. Inferring Effects in Texts
 9. What Happened/Why It Happened
 10. Creating Causes Set One
 11. Creating Causes Set Two
 12. Creating Causes Set Three
 13. Creating Effects Set One
 14. Creating Effects Set Two
 15. Creating Effects Set Three
 16. Cause and Effect Signal Words
 17. Illustrating Cause and Effect
 18. One Cause, Multiple Effects Set One
 19. One Cause, Multiple Effects Set Two
 20. One Cause, Multiple Effects in Text
-

Comparing:

1. Comparing Characters' Choices
2. Comparing Characters' Traits
3. Comparing Characters from Different Stories
4. Comparing Text to Favorite Text
5. Comparing Facts From Two Texts
6. Comparing Themes From Two Texts
7. Comparing Quality of Writing
8. Comparing Character Choices with Your own
9. Comparing the text Beginning and End
10. Comparing Different Versions of the Same Story
11. Comparing the Plot to Other Texts
12. Comparing 3 Favorite Books
13. Comparing the Text to the Movie
14. Comparing the Text to Your Life
15. Comparing the Text to the Real World
16. Compare Characters' Word Choices
17. Comparing Multiple Text Structures
18. Comparing Text Titles
19. Comparing How Characters Change Over Time
20. Comparing Reading Genres

Comprehension Included in this Book:

Inferring:

1. Infer Character Traits with Evidence
 2. Infer Character Feelings with Evidence
 3. Inferring with Dialogue
 4. Infer Cause and Effect
 5. Infer Causes of Problems
 6. Infer Author's Purpose
 7. Infer Alternate Meanings in Text
 8. Infer Setting Details from Illustrations
 9. Infer Themes and Ideas from illustrations
 10. Infer how Characters Feel About Each Other
 11. Infer the Meanings of Complex Words
 12. Infer Main ideas
 13. Infer Author's Choice of Words
 14. Reading Between the Lines
 15. Inferring Practice One
 16. Inferring Practice Two
 17. Inferring Practice Three
 18. Inferring Practice Four
 19. Inferring Practice Five
 20. Inferring Practice Six
-

Judging:

1. Judging Character Choices
2. Judging Character Traits
3. Judging Story Elements
4. Judging Use of Descriptive Language
5. Judging How Characters Change Over Time
6. Judging Dialogue
7. Judging the Quality of a Text
8. Agreeing and Disagreeing with Ideas
9. Judging Events
10. Judging Topics
11. Judging the Beginning, Middle, and End
12. Judging Based on Personal Experiences
13. Judging the Writer's Style
14. Judging the Believability of the Text
15. Evaluating Illustrations
16. Evaluating How Simple the Text was to Understand
17. Evaluating the Problems and Solutions
18. Identifying Facts and Opinions
19. Identifying Contradictions in the Text
20. Expressing Reading Tastes

Comprehension Included in this Book:

Making Connections:

1. Text-to-Self Connections
 2. Text-to-Text Connections
 3. Text-to-World Connections
 4. Connecting with Text Quotes
 5. Connecting Authors' Styles
 6. Connecting Characters in the Same Story
 7. Connecting Characters from Different Stories
 8. Connecting Main Ideas in a Story
 9. Connecting Main Ideas from Different Stories
 10. Connecting Key Details to Main Ideas
 11. Connections Before Reading
 12. Connections During Reading
 13. Connections After Reading
 14. Connections Before, During, and After Reading
 15. Background Knowledge and Interpreting Characters
 16. Connections to Different Cultures
 17. Background Knowledge and Interpreting Settings
 18. Background Knowledge and Interpreting Topics
 19. Background Knowledge and Interpreting Story Elements
 20. Background Knowledge and Connections
-

Making Predictions:

1. Support Predictions with Evidence
2. Character Trait Predictions
3. Predicting Character Actions
4. Predicting Dialogue
5. Predicting Problems
6. Predicting Solutions
7. Predicting Before Reading
8. Predicting During Reading
9. Predicting After Reading
10. Changing Predictions
11. Predicting with Personal Experiences
12. Predicting with Content Knowledge
13. Using Other Texts to Make Predictions
14. Predicting with Illustrations
15. Predicting Outcomes
16. Predicting Sequels
17. Going Deeper with Predictions
18. Predictions Based on Genre
19. Correcting Predictions
20. Predicting Word Meanings

Comprehension Included in this Book:

Metacognition:

1. Thinking Stems Set One
 2. Thinking Stems Set Two
 3. What the Text Says and My Thinking
 4. Text *Plus* Thinking (equals Real Reading)
 5. Thinking About My Thinking
 6. Real Reading vs. Fake Reading
 7. My Thinking About Characters
 8. My Thinking About Settings
 9. My Thinking About Themes
 10. My Thinking About Nonfiction
 11. My Thinking About Events
 12. My Thinking About Problems and Solutions
 13. Digging Deeper With Thinking
 14. My Wonderings
 15. Thinking With an Imagination
 16. Thinking About Others Thinking
 17. Getting Into the Minds of the Characters
 18. Getting Into the Mind of the Author
 19. Thinking and Visualizing
 20. Reflecting on My Thinking
-

Questioning:

1. Questioning Character Choices
2. Questioning Character Traits
3. Questioning Dialogue
4. Questioning Text Problems
5. Questions Before Reading
6. Questions During Reading
7. Questions After Reading
8. Questioning Text Facts
9. Asking and Answering Questions
10. Questioning the Author's Purpose
11. Questioning Text Events
12. Questioning Tricky Vocabulary
13. Questioning Reasons for Reading the Text
14. Questions for Literature Groups
15. Questioning Character Motives
16. Questioning Alternative Events
17. Questioning Alternative Endings
18. Within the Text Questioning
19. Beyond the Text Questioning
20. About the Text Questioning

Comprehension Included in this Book:

Summarizing:

1. Beginning, Middle, End
 2. Somebody, Wanted, But, So, Then
 3. Summarize Character Actions
 4. Summarize Character Traits
 5. Summarize Settings
 6. Summarize Problems and Solutions
 7. Summarize Nonfiction
 8. Summarize and Relating Ideas
 9. Summarize Theme
 10. Summarize your Opinions
 11. Paraphrasing
 12. Quoting
 13. Summarize Key Words
 14. Summarize Moral Lessons
 15. Summarize Personal Connections
 16. Summarize Text Connections
 17. Summarize the Author's Purpose
 18. Summary Thinking Map One
 19. Summary Thinking Map Two
 20. Summary Thinking Map Three
-

Synthesizing:

1. Determining Importance
2. Making Connections
3. Using Background Knowledge
4. Asking and Answering Questions
5. Making Inferences
6. Drawing Conclusions
7. Analyzing
8. Critiquing
9. Integrate New Information with Old
10. Forming Mental Images
11. Putting It All Together
12. Changing My Thinking
13. Big New Ideas
14. How My Thinking Changes
15. Evaluating My Own Thinking
16. Thinking About My Perspective
17. Imagining Others' Thinking
18. Personalizing the Text
19. Stop and Think
20. My Thinking Surprises

“Analyze Text Features”

Name: _____ Date: _____

What To Do:

Readers study the key features found in a text so that they can think carefully about how those features help add meaning to the text. Use the text you are reading to analyze the text features. Write your thinking about each in the spaces provided.

Table of Contents...




Title and Cover Page...

Captions...

Headings...

Illustrations...

Print Sizes and Colors...



Challenge: Cut out each text feature. Get together with a partner or small group. Share your thinking about each feature. Write some new thinking on the back of each card.

"Analyze Characters"

Name: _____ Date: _____

What To Do:

Readers closely examine what characters do and say in a text so they can get a better understanding of each character. Analyze the characters from the text you are reading by answering the questions below.

I thought _____ was acting _____
(character)
because _____

I'm still wondering why _____ said _____
(character)

If I could give advice to _____ I would say _____
(character)

My favorite character is _____ because _____
(character)

My least favorite character is _____ because _____
(character)

One thing I really want to say about _____ is _____
(character)



Challenge: Share your questions and answers with a partner or small group. Discuss all the reasons readers analyze characters. Make a list of ideas on the back of this page.

"Analyze Settings"

Name: _____ Date: _____

What To Do:

Readers can analyze settings by describing what they picture in their own words. Describe three different settings from the text in your own words. Then draw a picture of what you imagine in each setting.

Setting One

Illustration



Setting Two

Illustration

Setting Three



Illustration

Challenge: Get together with a partner. Share your description of each setting but don't show your picture. Have your partner draw their own picture based on your description. Then compare drawings!

“Analyze Story Elements”

Name: _____ Date: _____

What To Do:

Readers study story elements from the book they are reading so that they can think carefully about how those elements help add meaning to the text. Use the text you are reading to analyze the story elements. Write your thinking about each in the spaces provided.

Problem...

Solution...



Settings...

Characters...

Plot...



Genre...

Challenge: Cut out each story element. Get together with a partner or small group. Share your thinking about each element. Write some new thinking on the back of each card.

“Analyze Nonfiction Facts”

Name: _____ Date: _____

What To Do:

Readers look closely at key facts in nonfiction texts so that they can analyze, or think deeply, about each fact. Share three of the most important facts from the nonfiction text you are reading. Then analyze each fact by sharing all your thinking about the facts.

Fact One: _____



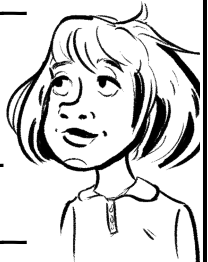
My Thinking: _____

Fact Two: _____

My Thinking: _____

Fact Three: _____

My Thinking: _____




Challenge: Share the facts from the text with a partner. Don't tell your partner what you were thinking about each fact. Ask your partner to share his/her thinking and compare it to your own.

“Analyze Figurative Language”


Name: _____ Date: _____

What To Do:

Readers look closely at figurative language so that they can analyze, or think deeply, about descriptive language. Share three examples of figurative language from the story you are reading. Then analyze each one by sharing all your thinking about the words and phrases.

Figurative Language: _____ _____ _____ _____	My Thinking: _____ _____ _____ _____ 
--	--

Figurative Language: _____ _____ _____ _____	My Thinking: _____ _____ _____ _____
--	--

Figurative Language: _____ _____ _____ 	My Thinking: _____ _____ _____ _____
--	--

Challenge: Share the figurative language from the story with a partner. Don't tell your partner what you were thinking about each word or phrase. Ask your partner to share his/her thinking and compare it to your own.

“Analyze Author’s Writing Style”

Name: _____ Date: _____

What To Do:

Writers have different styles when they write, just like artists have different styles when they draw. Copy some of the writer’s best phrases or sentences below from the book you are reading. Then study each one to help you write a summary of the writer’s style.

Writer’s Best Phrases and Sentences...

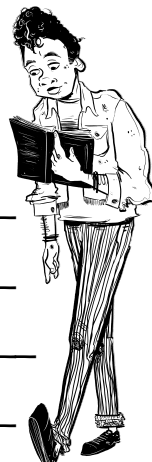
1. _____

2. _____

3. _____

4. _____

Summary of Writer’s Style:




Challenge: Cut out the 5 examples of the writer’s style. Write each phrase or sentence in your own writing style on the back of each example.

“Analyze Implied Meaning”

Name: _____ Date: _____


What To Do:

Writers sometimes don't come right out and say something. They want readers to imply (to think for themselves) about what they are really trying to say. Copy some parts of the story. For each part, share your thinking of what the writer was trying to imply. What is the text really saying?

 <p>Part of the Story...</p> <hr/> <hr/> <hr/>	<p>Implied Meaning...</p> <hr/> <hr/> <hr/>
---	--

<p>Part of the Story...</p> <hr/> <hr/> <hr/>	<p>Implied Meaning...</p> <hr/> <hr/> <hr/>
--	--

<p>Part of the Story...</p> <hr/> <hr/> <hr/>	<p>Implied Meaning...</p> <hr/> <hr/> <hr/>
--	--

<p>Part of the Story...</p> <hr/> <hr/> <hr/>	<p>Implied Meaning...</p> <hr/> <hr/> <hr/> 
--	--

Challenge: Cut out each box. Exchange cards with a partner. See if you can match each part of the story with the implied meaning your partner describes. Talk about each implied meaning. Have fun!

“Analyze Main Ideas”

Name: _____ Date: _____

What To Do:

Every text has several main ideas or main points. Describe 3 main ideas from the text you are reading. Then analyze the main ideas by thinking deeply about each one. Share your deeper thinking about each main idea in the space provided.

Main Idea:

My Deeper Thinking:



Main Idea:

My Deeper Thinking:

Main Idea:



My Deeper Thinking:

Challenge: Cut out each box. Exchange cards with a partner. See if you can match each main idea with the deeper thinking of your partner. Talk about each main idea and deeper thinking. Have fun!

“Analyze Key Details”

Name: _____ Date: _____

What To Do:

Every text has several key details. Describe 3 of the most important key details from the text you are reading. Then analyze the key details by thinking deeply about each one. Share your deeper thinking about each key detail in the space provided.

Key Detail:

My Deeper Thinking:



Key Detail:

My Deeper Thinking:

Key Detail:



My Deeper Thinking:

Challenge: Cut out each box. Exchange cards with a partner. See if you can match each key detail with the deeper thinking of your partner. Talk about each key detail and deeper thinking. Have fun!

“Analyze How Illustrations and Text Work Together”

Name: _____ Date: _____

What To Do:

Readers think deeply about how the illustrations and the words in a story work together to help them understand meaning. Draw some illustrations from the story you are reading. Copy some parts of the text. Then share your own thinking about how the text and illustrations work together.

Illustration:



Words from Text:

How They Work Together:

Illustration:



Words from Text:

How They Work Together:

Illustration:



Words from Text:

How They Work Together:

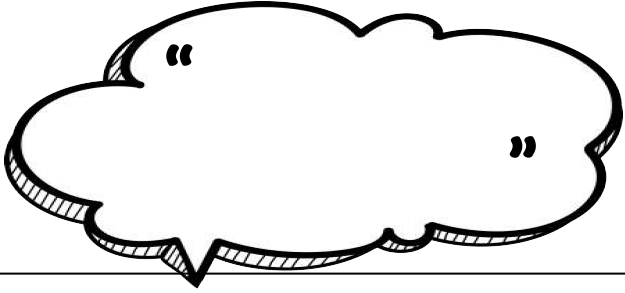
Challenge: Share your illustrations, words from the text, and thinking with a partner. Write any new thinking you have after sharing on the back of this page.

"Analyze Dialogue"

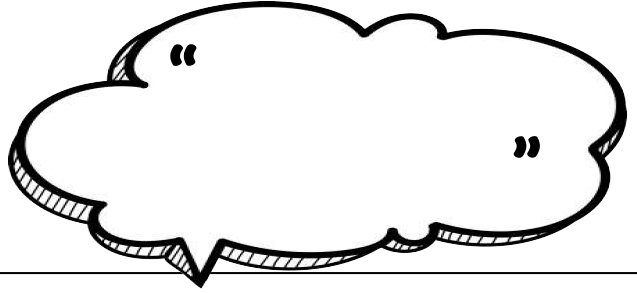
Name: _____ Date: _____

What To Do:

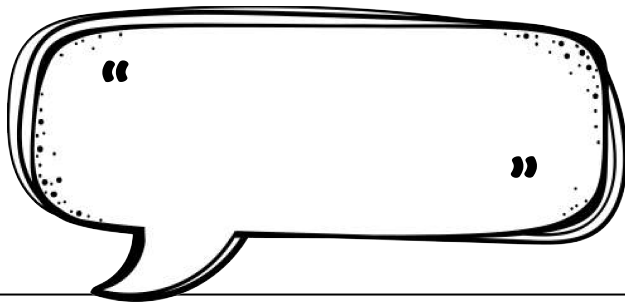
Dialogue is when characters talk in a story. Writers use quotation marks to show when someone is talking. Copy some dialogue from the story you are reading. Then share your thinking about each set of dialogue. Why do you think the characters said what they did?



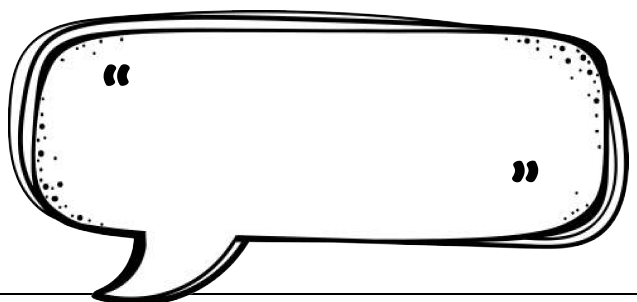
My Thinking... _____



My Thinking... _____



My Thinking... _____



My Thinking... _____

Challenge: Get together with a partner. Read each dialogue example to your partner. Don't tell your partner what your thinking was. Ask your partner to share thinking then compare how your thinking was alike and different

"Analyze the Use of Descriptive Language"

Name: _____ Date: _____

What To Do:

Readers look closely at descriptive language so that they can analyze, or think deeply, about each describing word or phrase. Share examples of descriptive language from the story you are reading. Then analyze each one by sharing all your thinking about the words and phrases.

Descriptive Language	My Thinking of Each
_____ _____	_____ _____
_____ _____	_____ _____
_____ _____	_____ _____
_____ _____	_____ _____
_____ _____	_____ _____
_____ _____	_____ _____



Challenge: Cut along the dotted lines. Shuffle the pieces and exchange with a partner. See if you can match each other's descriptive language with your thinking. Glue them back together onto another piece of paper and share.

“Analyze How Characters Change Over Time”

Name: _____ Date: _____

What To Do:

Characters are always changing in stories. Their attitudes, feelings, actions, and even thoughts can change. Write the names of 3 different characters from the story you are reading. Then share your thinking on how each character changed throughout the story.

Character's Name: _____

My Thinking: _____



Character's Name: _____

My Thinking: _____

Character's Name: _____

My Thinking: _____



Challenge: On the back of this page, share your thinking as to the reasons why each character changed. Use as much detail as possible.

“Analyze Different Points of View”

Name: _____ Date: _____

What To Do:

Many people can have different opinions, or points of view, about one event. Describe two of the main events from the story you are reading. Share one character’s point of view of each event, the author’s point of view, and your point of view.

Event One: _____

Character:



Author:

Me:

Event Two: _____

Character:

Author:

Me:



Challenge: Share each event with a partner. Ask your partner to share his/her point of view. Write it on the back. Discuss how the points of view are alike and different.

“Analyze the Mood of the Writing”

Name: _____ Date: _____

What To Do:

Stories and nonfiction texts develop a mood, or a feeling, as they go on. Think deeply about what the mood of the book you are reading is. Write the mood down (funny, scary, intense, mystery, etc.). Describe 6 reasons (evidence from the text) you think that is the mood of the text.

The Mood of the Text is: _____



I Know This Because...

1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

Challenge: On the back of this page, add some of your own thoughts about the mood of the text. Make a list of other possible things the author could have included that go along with the mood of the text.

“Analyze the Structure of Complex Plots”

Name: _____ Date: _____

What To Do:

A complex plot is when a story has more than one main idea, or plot occurring at one time. There are different storylines within the text. Describe all the plots from a story you have read that is complex. Then tell how all the plots weaved together to make sense in the text.

Plot 1:

Plot 2:

Plot 3:

How the Plots Weave Together



Challenge: Share the different plots in the story with a partner. Ask them how they think the plots weave together. Then share your thinking. Write any new ideas on the back of this page.

“Analyze How the Writer Built Suspense”

Name: _____ Date: _____

What To Do:

Writers build suspense in a story so that they can keep the readers excited and interested in the story. Make a list of ways the writer built suspense in the story you are reading. Then share your thinking about how it kept you wanting to read!

Ways the Author Built Suspense:

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

My Thinking:



Challenge: Share all the ways the author built suspense with a partner. Talk about how and why the writer chose to say those things. Write your thinking with your partner on the back of this page.

“Analyze Overall Opinions of a Text”

Name: _____ Date: _____

What To Do:

Readers form opinions of the text as a whole. Rate each part of the text by circling a number between 1-10 (10 being the best). Say a little something about your reasoning for each rating. Then share your overall opinion of the text.

Main Characters:

1 2 3 4 5
6 7 8 9 10

Setting:

1 2 3 4 5
6 7 8 9 10

Plot:

1 2 3 4 5
6 7 8 9 10

Problem/Solution:

1 2 3 4 5
6 7 8 9 10

Use of Language:

1 2 3 4 5
6 7 8 9 10

My Opinion:

1 2 3 4 5
6 7 8 9 10

My Overall Opinion:

1 2 3 4 5 6 7 8 9 10



Challenge: Compare your ratings with a partner. Discuss your reasons for each rating. Share any new thinking you had from your discussion on the back of this page. Share if you would change any rating after your conversation.

“Analyze the Dialect Used in a Text”

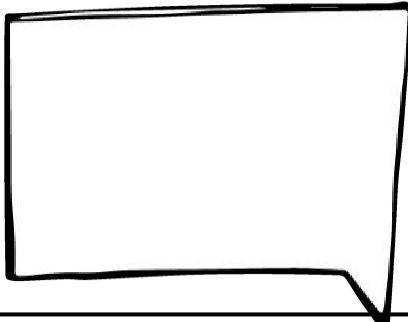
Name: _____ Date: _____

What To Do:

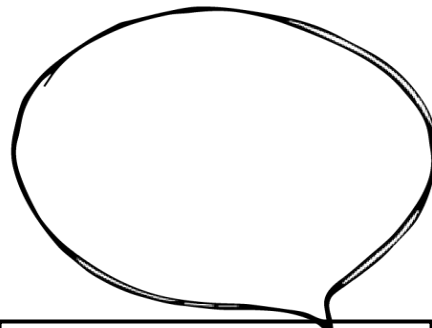
Dialect is the way in which characters speak in a story. There may be characters who don't use proper English when they talk. They might use slang. Copy some of the things characters say from the story. Then share your thinking about what the characters' use of language tells you.



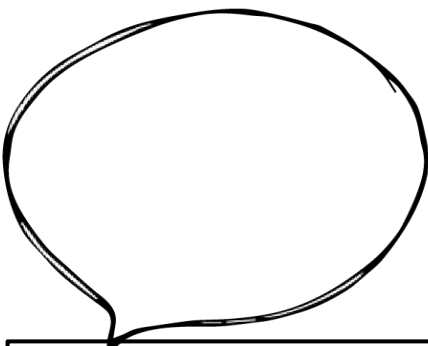
My Thinking:



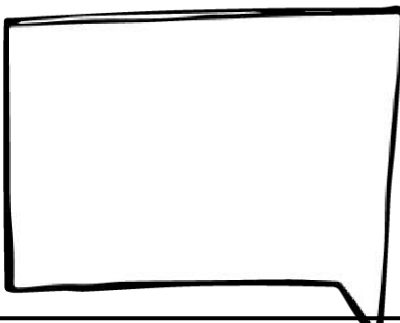
My Thinking:



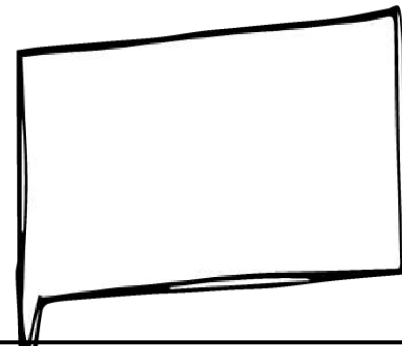
My Thinking:



My Thinking:



My Thinking:



My Thinking:

Challenge: Share your thinking about dialect with a partner. Add any new thinking after your discussion to the back of this page.

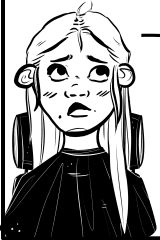
“What I Know About the Settings”

Name: _____ Date: _____

What To Do:

Readers often use their background knowledge about settings to help them understand information in the text. Give a short description for two settings in the text. List all your background knowledge about each setting. Then tell how your background helped you understand the text.

Setting:



Setting:

What I Know:

What I Know:

How My Background Helped Me Understand the Settings:



Challenge: Get together with a partner. Share the settings from your text. Then discuss how your background knowledge about each setting is the same and different from your partner.

“What I Know About the Characters”

Name: _____ Date: _____

What To Do:

Readers often use their background knowledge about characters to help them understand information in the text. Give a short description for two characters in the text. List all your background knowledge about each characters' personality and actions. Then tell how your background helped you understand the text.

Character:



Character:

What I Know:

What I Know:

How My Background Helped Me Understand the Characters:



Challenge: Get together with a partner. Share the characters from your text. Then discuss how your background knowledge about each character is the same and different from your partner.

“What I Know About the Events”

Name: _____ Date: _____

What To Do:

Readers often use their background knowledge about events to help them understand the text. Give a short description for two events in the text. List all your background knowledge about each event. Then tell how your background helped you understand the text.

Event:

Event:



What I Know:

What I Know:

How My Background Helped Me Understand the Events:




Challenge: Get together with a partner. Share the events from your text. Then discuss how your background knowledge about each event is the same and different from your partner.

“What I Know About the Facts”

Name: _____ Date: _____

What To Do:


Readers often use their background knowledge about facts to help them understand information in the text. Describe three facts from the text. List all your background knowledge about each fact. Then tell how your background helped you understand the text.

Fact:	What I Know:
 _____ _____ _____	_____ _____ _____

Fact:	What I Know:
_____ _____ _____	_____ _____ _____

Fact:	What I Know:
_____ _____ _____	_____ _____ _____

How My Background Helped Me Understand the Facts:	
_____ _____ _____	



Challenge: Get together with a partner. Share the facts from your text. Then discuss how your background knowledge about each fact is the same and different from your partner.

“Connecting Background to New Learning”

Name: _____ Date: _____

What To Do:

Reading is about creating meaning between what we already know (our background) and what we are learning from the text. List all the things you already know (your background) below. List all the things you learned from the text. In the middle, write connections you made.

Background Information:



New Learning:

Connections I Made:




Challenge: Share your background and new learning with a partner. See If your partner can guess what connections you made. Write what your partner says on the back of this page.

“What I Know About the Topics”

Name: _____ Date: _____

What To Do:

Readers often use their background knowledge about topics to help them understand information in the text. Give a short description for two topics in the text. List all your background knowledge about each topic. Then tell how your background helped you understand the text.




Topic:

Topic:

What I Know:

What I Know:

How My Background Helped Me Understand the Topics:



Challenge: Get together with a partner. Share the topics from your text. Then discuss how your background knowledge about each topic is the same and different from your partner.

"My Background With Vocabulary Words"

Name: _____ Date: _____

What To Do:

Sometimes readers come across words that they may have seen or heard before, but they are unsure of what they mean. Copy some tricky vocabulary words from reading. Then describe where you have heard or seen each word before.

Word: _____

Where I have heard or seen this word...



Word: _____

Where I have heard or seen this word...

Word: _____

Where I have heard or seen this word...

Word: _____

Where I have heard or seen this word...

Word: _____

Where I have heard or seen this word...

Word: _____

Where I have heard or seen this word...

Word: _____

Where I have heard or seen this word...

Word: _____

Where I have heard or seen this word...



Challenge: Make a list of all the words on the back of this page. Then make your best guess as to the meaning of each word. Share your words and definitions with a partner.

“Personal Connections”

Name: _____ Date: _____

What To Do:

Many times parts of a text will remind readers of a personal experience. Their minds will drift to a time in their lives where they had a similar experience as to what is happening in the text. Describe some parts of the text where your mind thought of personal experiences.

Text Details:

Personal Connection:



Text Details:

Personal Connection:

Text Details:

Personal Connection:

Text Details:

Personal Connection:



Challenge: Get together with a partner and share the personal connections you made with the text. Write down any new thinking from your conversation on the back of this page.

“Illustrating My Prior Knowledge”

Name: _____ Date: _____

What To Do:

When readers think about a text, they often form pictures in their minds of the things they already know about topics, ideas, or events. In each box, draw a picture from your prior knowledge that you have in your mind. Title each picture with a description of what it connects to in the text.

Title: _____

Illustration:

Title: _____

Illustration:



Title: _____

Illustration:



Title: _____

Illustration:

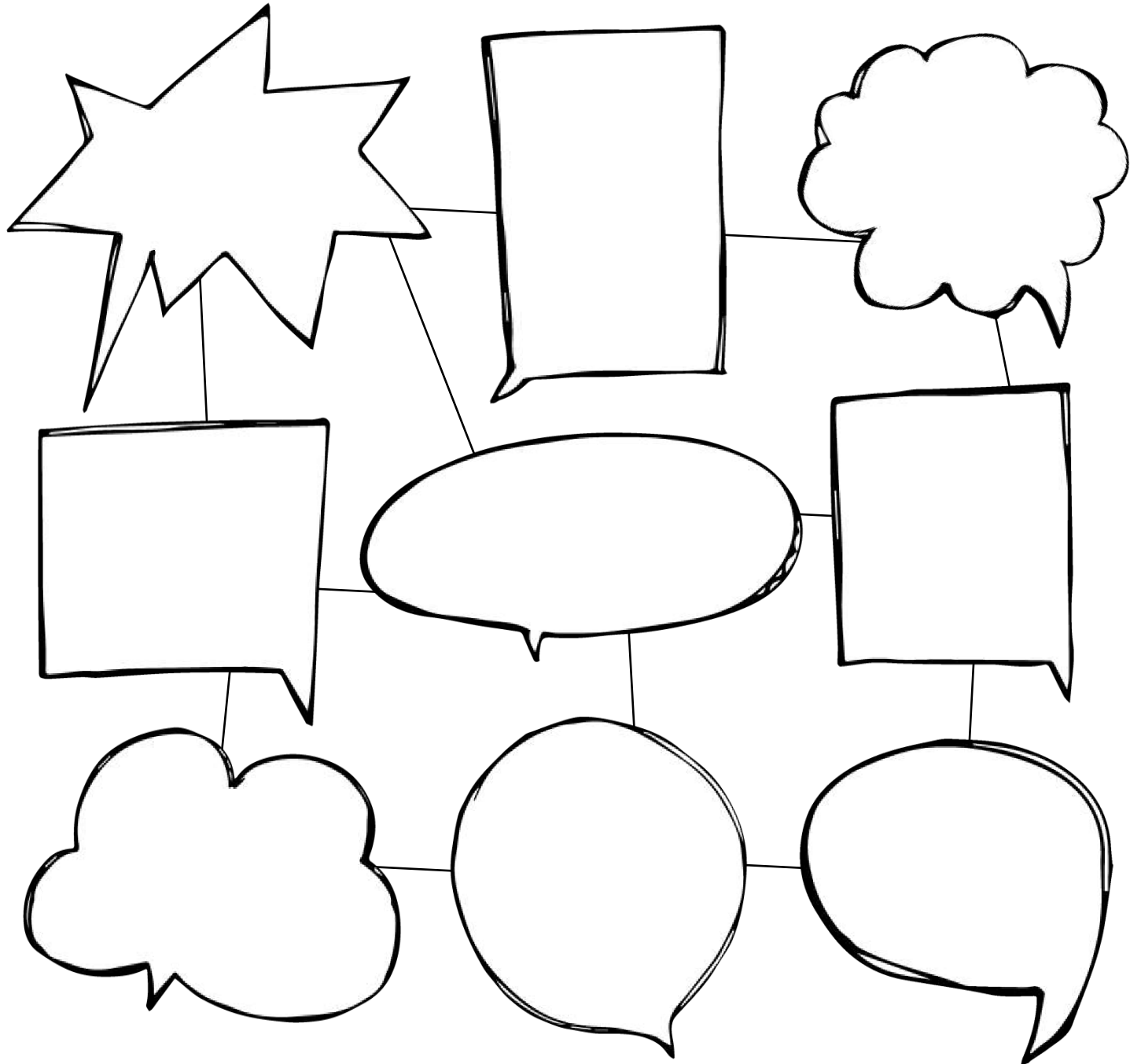
Challenge: Cut out the pictures. On the back of each picture, describe how your prior knowledge helped you better understand that part of the text.

"My Mind Map"

Name: _____ Date: _____

What To Do:

Readers are always making connections in the text with what they already know in their minds. As you read today, fill in the mind map with connections you make between the text and your background knowledge.



Challenge: Share your mind map with a partner. Tell stories about your background that help explain why you made the connections you did with the text. Share any new thinking on the back of this page.

“Prior Knowledge Quiz”

Name: _____ Date: _____

What To Do:

Readers think about all their prior knowledge before, during, and after reading so that they can compare what they know to what they are reading. Answer the following questions to think about all your prior knowledge.

As you look at the cover before reading, what prior knowledge do you think you have about the main idea?

Describe a time during reading when you used your prior knowledge to help understand the text.

What kind of prior knowledge do you have regarding the problems and solutions in the text?

What kind of prior knowledge do you have regarding the main ideas and key details in the text?.

In your own words, tell why it is important for readers to think about their prior knowledge during reading? _____

How is reading a book that you have very little prior knowledge connections with different from reading a book with lots of connections? _____



Challenge: Share your answers with a partner. Write down any new thinking on the back of this page as you share your answers together.

“Comparing My Background to Characters”

Name: _____ Date: _____

What To Do:


Readers often find themselves comparing their own background and life experiences to the experiences of the characters. Choose three characters from the text. Compare how your life is alike and different from each character.

Character: _____	
Alike: _____ _____ _____	Different: _____ _____ _____



Character: _____	
Alike: _____ _____ _____	Different: _____ _____ _____

Character: _____	
Alike: _____ _____ _____	Different: _____ _____ _____



Challenge: On the back of this page, write down your opinions of each of the characters. Use your life experiences to help explain your opinions.

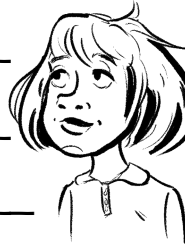
“Comparing My Setting to the Text”

Name: _____ Date: _____

What To Do:

Readers often find themselves comparing their own background and places they have been to the settings in the text. Choose three different settings from the text. Compare how the places you have been are alike and different from the settings in the text.

Setting: _____	
Alike: _____ _____ _____	Different: _____ _____ _____



Setting: _____	
Alike: _____ _____ _____	Different: _____ _____ _____

Setting: _____	
Alike: _____ _____ _____	Different: _____ _____ _____



Challenge: On the back of this page, write down your opinions of each of the settings. Use your life experiences to help explain your opinions.

“Comparing My Problems to the Text”

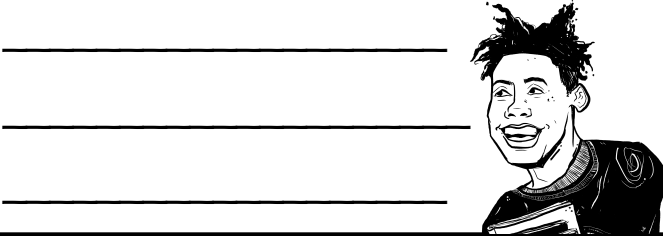
Name: _____ Date: _____

What To Do:

Readers often find themselves comparing their own set of problems to the problems in the text. Choose three different problems from the text. Compare how your own problems are alike and different from the problems in the text.

Problem: _____

Alike: _____



Different: _____

Problem: _____

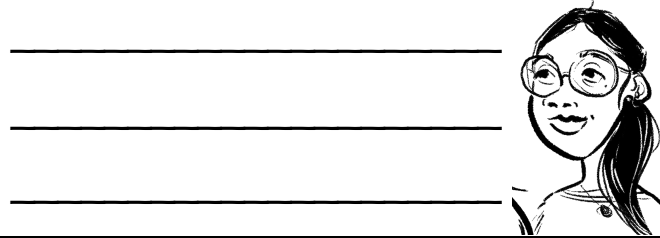
Alike: _____

Different: _____

Problem: _____

Alike: _____

Different: _____



Challenge: On the back of this page, write down your opinions of each of the problems from the text. Use your own life experiences to help explain your opinions.

“Telling Stories About My Background”

Name: _____ Date: _____

What To Do:

One way readers can think carefully about their background related to a text is to tell stories about experiences they have had. Write two different stories about things you have experienced that you think will help you understand the text.

Story:



Story:



Challenge: Get together with a partner and share your stories. On the back of the page, describe how these stories will help you better understand the text.

“Evaluating My Background Knowledge”

Name: _____ Date: _____

What To Do:

Readers can evaluate their background knowledge by thinking about how much they actually know about a topic. Name some topics related to the text. Then circle a number to tell how much you know about the topic (10 being you know everything, 1 being you no nothing).

Topic: _____										
	1	2	3	4	5	6	7	8	9	10

Topic: _____										
	1	2	3	4	5	6	7	8	9	10

Topic: _____										
	1	2	3	4	5	6	7	8	9	10

Topic: _____										
	1	2	3	4	5	6	7	8	9	10

Topic: _____										
	1	2	3	4	5	6	7	8	9	10

Topic: _____										
	1	2	3	4	5	6	7	8	9	10

Topic: _____										
	1	2	3	4	5	6	7	8	9	10



Challenge: Cut out each of the cards. On the back of each card write one or two sentences explaining what you know about the topic and why you gave yourself the rating you did.

"Thinking How My Background Helps Me Read"

Name: _____ Date: _____

What To Do:

Readers use their background knowledge in many different ways to help them read. Make a list of all the different ways you use your background knowledge to help you read. Circle 4 things from your list and describe them more in the spaces below.

Ways I use my background knowledge to help me read:

- _____
- _____
- _____
- _____
- _____
- _____



1

2

3



4

Challenge: Put a number next to each item on your list, beginning by using the number one next to the thing you think is most important. Share how you ranked your list with a partner.

"My Best Background Knowledge"

Name: _____ Date: _____

What To Do:

Readers think about all the things they already know a lot about so that they can use their background knowledge to help them choose new books to read. Make a list of all the things you know a lot about. Circle 4 items on your list and describe how each helps you choose books.

Things I Already Know A Lot About:

- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____



1

- _____
- _____
- _____
- _____
- _____

2

- _____
- _____
- _____
- _____
- _____

3

- _____
- _____
- _____
- _____
- _____



4

- _____
- _____
- _____
- _____
- _____

Challenge: Put a number next to each item on your list, beginning by using the number one next to the item you know the most about. Share how you ranked your list with a partner.

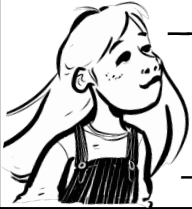
“Background Knowledge and My Perspective”

Name: _____ Date: _____

What To Do:

Readers' background knowledge can impact their point-of-view when reading a text. Share some of your background knowledge, then share your perspective of the text.

Background Knowledge:



My Perspective:

Background Knowledge:

My Perspective:

Background Knowledge:

My Perspective:

Background Knowledge:



My Perspective:

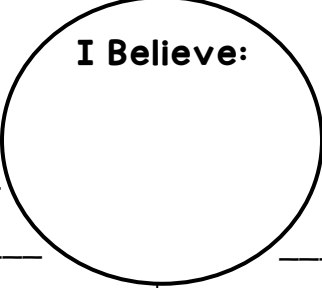
Challenge: On the back of this page, describe how your background knowledge impacted your perspectives. Share your thinking with a partner.


“How My Background Knowledge Changes”

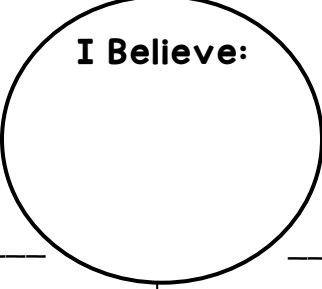
Name: _____ Date: _____

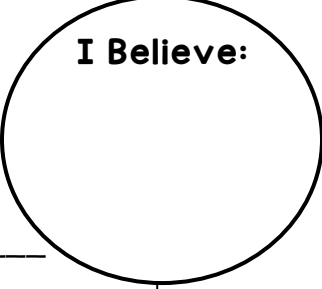
What To Do:

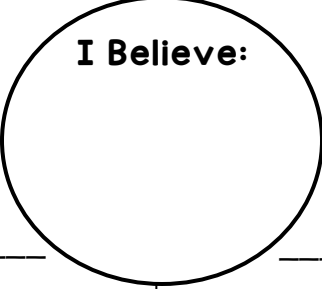
Readers notice when their background knowledge does not match the new information they are reading. They need to make a choice to believe their background or the new information. Share some background and information from the text that don't match. Then decide which you believe.


Background Knowledge: _____ _____ _____	I Believe: 	Text Details: _____ _____ _____
---	--	---



Background Knowledge: _____ _____ _____	I Believe: 	Text Details: _____ _____ _____
---	---	---

Background Knowledge: _____ _____ _____	I Believe: 	Text Details: _____ _____ _____
---	--	---

Background Knowledge: _____ _____ _____	I Believe: 	Text Details: _____ _____ _____
---	--	---



Challenge: On the back of this page, share all your reasons for deciding which to believe. Share your reasons with a partner.

“Cause and Effect Matching Set One”

Name: _____ Date: _____

What To Do:

A cause is an event that triggers something else to happen. What happens because of the cause is called the effect. For example, if I jump in a pool (cause), I will be completely wet (effect). Draw lines to connect each of the cause and effect events below.

Causes

Forgetting homework on the kitchen counter

Winning the football championship

Forgetting to let the dog out

Eating too many cupcakes

Picking flowers for mom

Washing mom and dad's cars

Realizing you forgot your lunch at home

Haven't taken a shower in 6 days



Effects

Having to clean up a doggie accident

Getting extra hugs and dessert that night

Earning \$5

Getting in trouble with the teacher

Friends keep saying you stink

Getting a HUGE trophy!

Having a very upset stomach

Borrowing money from a friend at school

Challenge: Create your own cause and effect matching on the back of this page. Exchange papers with a friend and see if you can match them all correctly!

“Cause and Effect Matching Set Two”

Name: _____ Date: _____

What To Do:

A cause is an event that triggers something else to happen. What happens because of the cause is called the effect. For example, if I jump in a pool (cause), I will be completely wet (effect).

Causes

Falling off your bike

Going down a waterslide with your mouth open

Watching a scary movie

Wearing shorts when it's snowing

Forget to set the alarm

Never brush your teeth

Don't put on sunscreen at the beach

Exercising hard for the first time

Effects

Having a bad dream

Turn as red as a lobster

Dentist says you have 5 cavities

Coughing up water

Wake up in the morning very sore

Skinning your knee

Feeling freezing cold

Late for school



Challenge: Draw lines to connect each of the cause and effect events below. Create your own cause and effect matching on the back of this page. Exchange papers with a friend and see if you can match them all correctly!

“Cause and Effect Matching Set Three”

Name: _____ Date: _____

What To Do:

A cause is an event that triggers something else to happen. What happens because of the cause is called the effect. For example, if I jump in a pool (cause), I will be completely wet (effect). Draw lines to connect each of the cause and effect events below.

Causes

Eating ice cream too fast

Reading lots of books

Going on vacation

Saying everything that is on your mind

Watching too much TV

Standing for 8 hours straight

Having bad dreams all night

Walk in the rain with no umbrella



Effects

Your eyes get blurry

Hurting people's feelings

Super tired all day

Learning a lot of new things

Your feet are throbbing in pain

Asking the neighbors to check the mail

Get home soaking wet

Brain freeze

Challenge: Create your own cause and effect matching on the back of this page. Exchange papers with a friend and see if you can match them all correctly!


"If...Then..."

Name: _____ Date: _____

What To Do:

Many cause and effect relationships can be described by using the words 'If' (the cause) and 'Then' (the effect). Think of four different events in the text you are reading that would fit the cause. Describe each effect in the space provided.

If... _____



Then... _____

If... _____


Then... _____

If... _____

Then... _____

If... _____

Then... _____



Challenge: Think about other effects that could have happened for each of the cause events above. Write a different effect for each cause on the back of this paper.

"Identifying Causes in Texts"


Name: _____ Date: _____

What To Do:

There are many events in texts that lead to other things happening. These events are the cause of what is to come (the effect). As you are reading, write down eight different causes from the text.

Cause... _____

Cause... _____




Cause... _____

Cause... _____

Cause... _____

Cause... _____

Cause... _____



Cause... _____

Challenge: Cut out each card. On the back of the cards, describe the effect for each cause.

“Identifying Effects in Texts”

Name: _____ Date: _____

What To Do:

There are many events in texts that happen in response to an earlier event. These are the effects of something that happened in the text. As you are reading, write down eight different effects from the text.

Effect... _____



Effect... _____

Effect... _____

Effect... _____

Effect... _____

Effect... _____

Effect... _____

Effect... _____



Challenge: Cut out each card. On the back of the cards, describe the cause for each effect.

"Inferring Causes in Texts"

Name: _____ Date: _____

What To Do:

Readers can use what they know, and clues from the text to infer the reasons for causes in a text. Describe four different cause events from the text. Then infer why you think those events happened.

Cause... _____

Inference... _____



Cause... _____

Inference... _____

Cause... _____

Inference... _____

Cause... _____



Inference... _____

Challenge: Get together with a partner. Share the causes from the text and see if your partner makes the same inferences you did. Talk about your inferences together.

“Inferring Effects in Text”

Name: _____ Date: _____

What To Do:

Readers can use what they know, and clues from the text to infer the reasons for effects in a text. Describe four different effect events from the text. Then infer why you think those events happened.

Effect... _____



Inference... _____

Effect... _____

Inference... _____

Effect... _____

Inference... _____

Effect... _____

Inference... _____



Challenge: Get together with a partner. Share the effects from the text and see if your partner makes the same inferences you did. Talk about your inferences together.

“What Happened/Why It Happened”

Name: _____ Date: _____

What To Do:

In every text there are events happening from the beginning to the end. Some events are more important to the main ideas than others. Describe some things that happened in the text. Then share your thinking as to why each event happened.

What Happened



Why It Happened

What Happened

Why It Happened

What Happened

Why It Happened



Challenge: Get together with a partner. Share what happened from the text. See if your partner has the same thinking you did. Talk about your thinking together.

“Creating Causes Set One”

Name: _____ Date: _____

What To Do:

Most events in books and in life are connected through a cause and effect relationship. One event (th cause) leads to the next thing that happens (the effect). For each of the effects below, create an event that could be the cause.

Causes



Effects

You get a terrible sunburn

You win an award for good grades

You are sweating through your shirt

You track mud all through the house

You ride your bike for the first time
without training wheels

You realize you just did something very
brave

Challenge: Get together with a partner. Read the effects and have your partner guess the cause you created for each one. Compare the causes you created. Talk about how they are alike and different.

“Creating Causes Set Two”

Name: _____ Date: _____

What To Do:

Most events in books and in life are connected through a cause and effect relationship. One event (the cause) leads to the next thing that happens (the effect). For each of the effects below, create an event that could be the cause.

Causes



Effects

This is the moment you have waited
for all summer

You start laughing so hard you can't
stop

You are relieved to finally be home

You pick up little pieces of silly string
all over the yard

Your hat flies off your head

You can't stop crying

Challenge: Get together with a partner. Read the effects and have your partner guess the cause you created for each one. Compare the causes you created. Talk about how they are alike and different.

“Creating Causes Set Three”

Name: _____ Date: _____

What To Do:

Most events in books and in life are connected through a cause and effect relationship. One event (the cause) leads to the next thing that happens (the effect). For each of the effects below, create an event that could be the cause.

Causes

Effects

You break your leg

You cross the finish line first

Your parents are so proud

You spit the food out of your mouth

You run as fast as you can down the street

You decide never to try that again



Challenge: Get together with a partner. Read the effects and have your partner guess the cause you created for each one. Compare the causes you created. Talk about how they are alike and different.

“Creating Effects Set One”

Name: _____ Date: _____

What To Do:

Most events in books and in life are connected through a cause and effect relationship. One event (the cause) leads to the next thing that happens (the effect). For each of the causes below, create an event that could be the effect.

Causes

You drink six sodas in one hour

You walk slowly up the creaking stairs

Lightening struck the tree

You forgot to check the pizza in the oven

You get a new puppy and it's his first night at home

Your mom forgot to put gas in the car

Effects



Challenge: Get together with a partner. Read the causes and have your partner guess the effect you created for each one. Compare the effects you created. Talk about how they are alike and different.

“Creating Effects Set Two”

Name: _____ Date: _____

What To Do:

Most events in books and in life are connected through a cause and effect relationship. One event (the cause) leads to the next thing that happens (the effect). For each of the causes below, create an event that could be the effect.

Causes

You go to your first sleepover

Your grandparents give you \$20 for your birthday

The power in the house goes out

You always forget to brush your teeth

You planted a garden with your family

You studied really hard for your spelling test

Effects



Challenge: Get together with a partner. Read the causes and have your partner guess the effect you created for each one. Compare the effects you created. Talk about how they are alike and different.

“Creating Effects Set Three”

Name: _____ Date: _____

What To Do:

Most events in books and in life are connected through a cause and effect relationship. One event (the cause) leads to the next thing that happens (the effect). For each of the causes below, create an event that could be the effect.

Causes

Your friend convinces you to ride a rollercoaster

You climb to the top of the tallest tree

You decide to start your own business

You wake up with a bad dream

You spill cherry juice on the carpet

You realize all your socks are dirty

Effects



Challenge: Get together with a partner. Read the causes and have your partner guess the effect you created for each one. Compare the effects you created. Talk about how they are alike and different.

"Cause and Effect Signal Words"

Name: _____ Date: _____

What To Do:

There are some words and phrases commonly used to connect two cause and effect events. Think of some events from the text you are reading. Write down the events from the text. Then use signal words from below that best match each cause and effect set of events.

Signal Words:

therefore	as a result of	because of	consequently
reason why	may be due	since	whereas
so	on account of	because	seeing that

Causes

Signal Words:

Effect:



Challenge: Use each of the signal words and phrases to create your own cause and effect relationships. Write them on the back of this page. Circle all the signal words.

"Illustrating Cause and Effect"

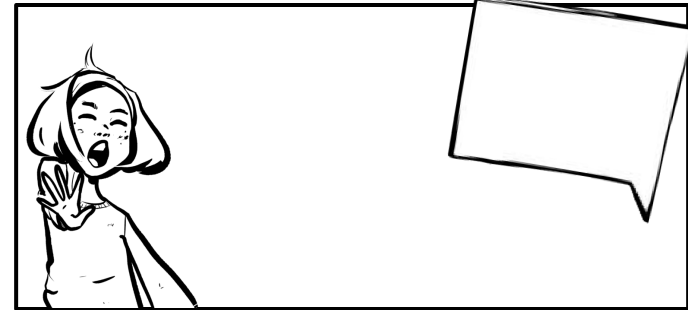
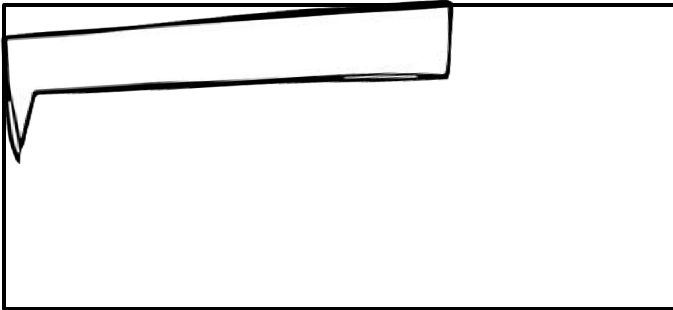
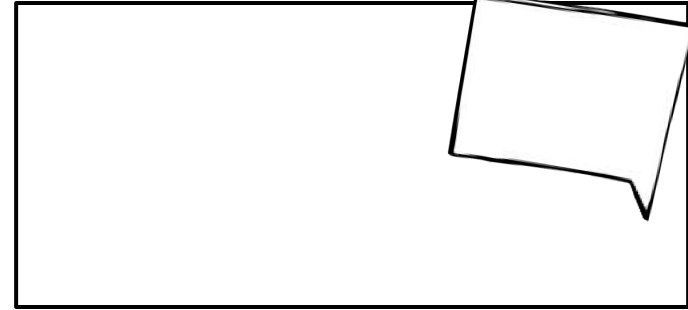
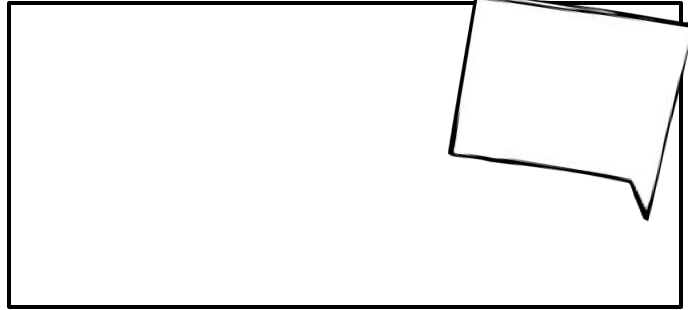
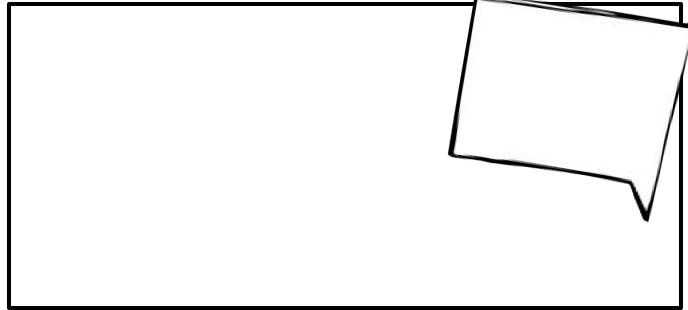
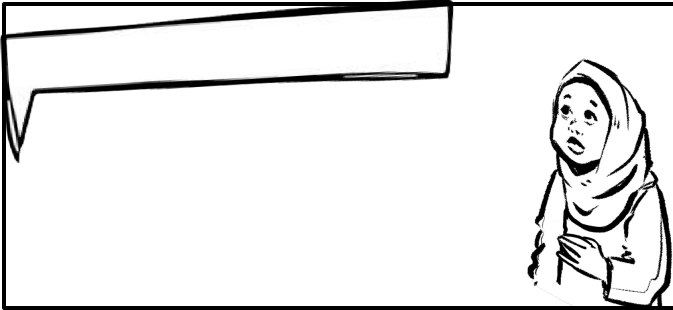
Name: _____ Date: _____

What To Do:

Illustrate four cause and effect relationships from the text. Explain what each illustration is in the thought bubbles.

Causes

Effects



Challenge: Cut out each illustration. Exchange cards with a partner and see if they can correctly match each cause and effect illustration.

“One Cause, Multiple Effects Set One”

Name: _____ Date: _____

What To Do:

Sometimes one event can have many potential effects. For example, forgetting your homework might cause a student to miss recess, get a bad grade, get yelled at by the teacher, or have to call home. Create four possible effects for each of the events below.

Causes

Effects

You are about to go on your very first airplane ride

1

2

3

4

You just found out your mom was going to have a baby.

1

2

3

4

Your mom makes a dinner that you can not stand eating.

1

2

3

4

You found a \$100 dollar bill on the playground.

1

2

3

4



Challenge: Get together with a partner. Share all the possible effects you created for each cause. Write any new ideas your partner has on the back of this page.

“One Cause, Multiple Effects Set Two”

Name: _____ Date: _____

What To Do:

Sometimes one event can have many potential effects. For example, forgetting your homework might cause a student to miss recess, get a bad grade, get yelled at by the teacher, or have to call home. Create four possible effects for each of the events below.

Causes

Effects

You slip in a huge pile of mud at school

1

2

3

4

Your best friend tells you a very big secret

1

2

3

4

You realize your little brother just ate the last of your favorite cereal

1

2

3

4

You forget the words in the middle of the school play

1

2

3

4



Challenge: Get together with a partner. Share all the possible effects you created for each cause. Write any new ideas your partner has on the back of this page.

“One Cause, Multiple Effects in Text”

Name: _____ Date: _____

What To Do:

Sometimes one event can have many potential effects. For example, forgetting your homework might cause a student to miss recess, get a bad grade, get yelled at by the teacher, or have to call home. Describe 4 events from the text. Then think of 4 possible effects that could have happened.

Causes

Effects

--

1

2

3

4

--

1

2

3

4

--

1

2

3

4

--

1

2

3

4



Challenge: Get together with a partner. Share all the possible effects you created for each cause. Write any new ideas your partner has on the back of this page

"Comparing Characters' Choices"

Name: _____ Date: _____

What To Do:

Readers notice the choices each character makes in a story. Describe three characters and their choices below. Then tell how their choices are alike and different.

Character #1

Character #2

Character #3

Alike:



Different:



Challenge: On the back of this page, tell which character you liked best. Use their choices in the story to help support your thinking.

"Comparing Characters' Traits"

Name: _____ Date: _____

What To Do:


Readers notice the unique traits of each character in a story. Describe three characters and their traits below. Then tell how their traits are alike and different.

Character #1


Character #2

Character #3

Alike:



Different:



Challenge: On the back of this page, describe how the different character traits impacted the choices characters made in the story.

“Comparing Characters from Different Stories”

Name: _____ Date: _____

What To Do:

Readers often find themselves comparing characters from a story they are reading to other characters from books they have read in the past. Describe two characters from the story. Then compare them to characters from other books you have read.

Character 1:

Character 2:

Character: _____

Alike:

Different:



Character: _____

Alike:

Different:



Challenge: On the back of this page, tell which character you liked best and least of all the characters you described. Be sure to support your reasons with evidence from the texts.

“Comparing Text to Favorite Text”

Name: _____ Date: _____

What To Do:

Readers compare the text they are currently reading to other texts they have already read. As you are reading today, describe 6 different parts of the text that remind you of parts from other texts. Don't forget to write the titles of the texts you are remembering.

Text Events:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Text Titles:



Challenge: On the back of this page, share your thinking about why each of these text parts reminded you of the books you have previously read.

“Comparing Facts from Two Texts”

Name: _____ Date: _____

What To Do:

Readers compare facts from two different texts to think about all they have learned. Make a list of facts from two different texts you have read. Then tell how the facts are alike and different.

Text 1: _____

Text 2: _____

Facts

Facts

Alike:



Different:



Challenge: On the back of this page, make a list of all the things you learned from both texts. Then tell which text you liked more and why.

“Comparing Themes from Two Texts”

Name: _____ Date: _____


What To Do:

Readers compare themes from two different texts to think about how the themes compare. Make a list of themes from two different texts you have read. Then tell how the themes are alike and different.

Text 1: _____

Text 2: _____


Themes



Themes

Alike:

Different:



Challenge: On the back of this page, describe one favorite theme from each text. Then tell why each theme was your favorite. Be sure to use evidence from the texts to support your reasons.

“Comparing Quality of Writing”

Name: _____ Date: _____

What To Do:

Readers compare the quality of writing to other texts so they can decide which text they like better. Rate the quality of writing for three texts you have read by circling a number from 1-10 (10 being your highest rating). Then explain your reasons for each rating.

Text: _____

1 2 3 4 5 6 7 8 9 10

My Reasons: _____

Text: _____

1 2 3 4 5 6 7 8 9 10

My Reasons: _____

Text: _____

1 2 3 4 5 6 7 8 9 10

My Reasons: _____



Challenge: On the back of this page, make a list of characteristics of high quality writing. Then describe which of the books from this page had the best quality writing.

“Comparing Character Choices with Your Own”

Name: _____ Date: _____

What To Do:

Readers wonder if they would make the same choices as the characters in a story if they were faced with the same situations. Describe four choices the characters made in the story. Check whether you would do the same or something different. Then explain your thinking.

Choice: _____

SAME:

DIFFERENT:

My Thinking: _____



Choice: _____

SAME:

DIFFERENT:

My Thinking: _____

Choice: _____

SAME:

DIFFERENT:

My Thinking: _____

Choice: _____

SAME:

DIFFERENT:

My Thinking: _____



Challenge: Get together with a partner or small group. Share the character choices and whether you would do the same. Use the back of this page to take notes on your conversation.

“Comparing the Text Beginning and End”

Name: _____ Date: _____

What To Do:

There are many things that can happen from the beginning of a text to the end. Readers are always changing their thinking to help understand what is happening throughout a text. Compare how your thinking changed from the beginning to the end of the text.

In the beginning I thought... _____

But then I realized... _____

Next I learned... _____

In the end I thought... _____



Challenge: On the back of this page, make a list of all the ways your thinking changed from the beginning of the text to the end.

“Comparing Different Versions of the Same Story”

Name: _____ Date: _____

What To Do:

Many times readers will read different versions of the same story. This is especially true with traditional literature pieces, such as Cinderella. Compare different versions of the same story by filling in the spaces below.

Version 1:



Version 2:

How they are alike...

Version 3:

Version 4:



Challenge: Share your comparisons with a partner. Talk about which version of the story you liked best. Share your thinking on the back of this page.

“Comparing the Plot to Other Texts”

Name: _____ Date: _____

What To Do:

Readers often notice things that are the same and different and compare two plots from different stories. Compare two plots below by describing how they are different in each square and how they are alike in the circle.

Text:

Text:

Different

Different

How they are alike...

Worksheet template with a large central circle and two side rectangles for comparing plots. Each section contains multiple horizontal lines for writing.



Challenge: On the back of this page list all your opinions of each plot. Tell which story you liked better and why. Share your thinking with a partner or small group.

"Comparing Three Favorite Books"

Name: _____ Date: _____

What To Do:

Readers can compare how their three favorite books are alike and different. In each box below, describe the best parts of your three favorite books. Then tell how they are alike and different.

Book #1

Book #2

Book #3

Alike:

Different:



Challenge: Decide which book is your absolute favorite. Write the book title on the back of this page. Then list all the reasons why this book is your favorite.

“Comparing the Text to the Movie”

Name: _____ Date: _____

What To Do:

Readers often compare how the text is alike and different from the movie version of the book. Think of a book you have read that was made into a movie. Describe parts of the book and the movie. Then tell how they are alike and different.

Book

Movie

Alike:



Different:



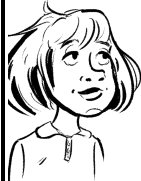
Challenge: On the back of this page, tell whether you liked the book or movie version better. Be sure to support your opinion with lots of reasons.

“Comparing the Text to Your Life”

Name: _____ Date: _____


What To Do:

Readers often compare different elements of the text to their own lives. For each of the text elements below compare how the text is alike and different from your own life.

Alike:	Main Character...	Different:
 _____ _____ _____		_____ _____ _____

Alike:	Main events...	Different:
_____ _____ _____		_____ _____ _____

Alike:	Main problems...	Different:
_____ _____ _____		_____ _____ _____

Alike:	Main solutions...	Different:
_____ _____ _____		_____ _____ _____ 


Challenge: On the back of this page, share any other ways that you can compare the text to your own life. Then tell if you would rather have your own life or be part of the text. Explain your reasons.

“Comparing the Text to the Real World”

Name: _____ Date: _____


What To Do:

Readers often compare different elements of the text to the real world. For each of the text elements below compare how the text is alike and different from the real world around you.

Alike:	Main Setting...	Different:
 _____ _____ _____		_____ _____ _____

Alike:	Main Perspective...	Different:
_____ _____ _____		_____ _____ _____

Alike:	Main problems...	Different:
_____ _____ _____		_____ _____ _____

Alike:	Main solutions...	Different:
_____ _____ _____		_____ _____ _____ 

Challenge: On the back of this page, share any other ways that you can compare the text to the real world. Then tell if you would rather be living in the real world or the text. Explain your reasons.

“Comparing Characters’ Word Choices”

Name: _____ Date: _____

What To Do:

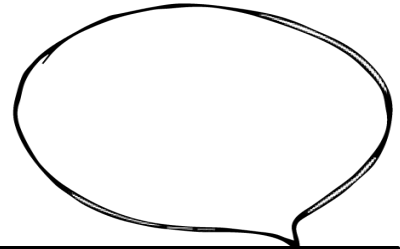
Readers compare what different characters say in the text. Copy 6 quotes from the text. Then compare how the characters are alike and different based on what they say.



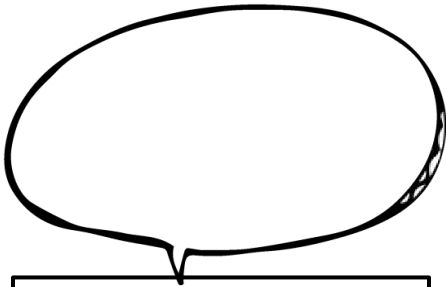
Character:



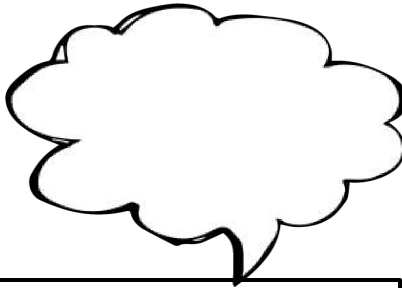
Character:



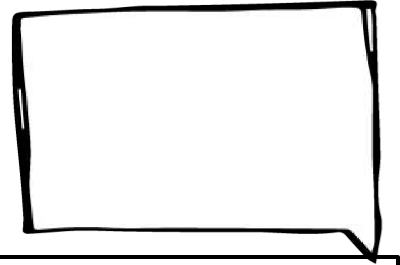
Character:



Character:



Character:



Character:

Alike:

Different:



Challenge: Share the quotes with a partner. See if your partner can guess which character said what. Then talk together about how they are alike and different. Add any new thinking to the back of this page.

“Comparing Multiple Text Structures”

Name: _____ Date: _____

What To Do:

Readers know that texts can be set up with different structures. Describe the different text structure. Then compare how they are often alike and different in how they present the text.

Chronological Order

Cause and Effect...

Problem and Solution...

Compare and Contrast...



Alike:

Different:



Challenge: On the back of this page, tell which text structure you like best. Be sure to make a list of reasons why you like that structure the best.

"Comparing Text Titles"



Name: _____ Date: _____

What To Do:

The titles of a text can give readers a lot of clues about what might happen within the text. Share 4 different titles of texts you have read in each title box below. Describe how each title gave you clues. Then tell how the titles are alike and different.

<input type="text"/>	<input type="text"/>
----------------------	----------------------

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Alike:	Different:
 _____ _____ _____ _____ _____	 _____ _____ _____ _____ _____

Challenge: On the back of this page, tell which title you liked the best. Create a list of reasons why you think this is the best title.

“Comparing How Characters Change Over Time”

Name: _____ Date: _____

What To Do:

Readers notice how characters change from the beginning, middle, and end of the story. Choose one of the main characters and describe how he/she changes in the story. Then compare how he/she acted from beginning to end.

Beginning...



Alike:

Middle...

Different:

End...



Challenge: On the back of this page, describe if you think the character changed for the better or for the worse. Explain your opinion with evidence from the text and your own life.

"Comparing Reading Genres"

Name: _____ Date: _____

What To Do:

Readers compare how different genres are alike and different. List the main features of each genre below. Then tell how they are alike and different.

Fantasy:

Nonfiction:

Realistic Fiction:

Traditional Literature:

Biography:

Mystery:



Alike:

Different:



Challenge: On the back of this page, describe which genre you enjoy reading the most. Be sure to support your answer with a list of reasons.

“Infer Character Traits With Evidence”

Name: _____ Date: _____

What To Do:

Readers pay attention to evidence (or clues) in a story that tell what kind of character traits each character has. Use evidence from the story you are reading to describe three characters and their traits.

Character: _____

Traits: _____



Evidence:

Character: _____

Traits: _____

Evidence:

Character: _____

Traits: _____

Evidence:



Challenge: Cut out each character and evidence card. Exchange with a partner. See if your partner can match each character with the evidence from the story.

“Infer Character Feelings With Evidence”

Name: _____ Date: _____

What To Do:

Readers pay attention to evidence (or clues) in a story that tell what kind of feelings the characters have. Use evidence from the story you are reading to describe three characters and their feelings.

Character: _____

Feelings: _____



Evidence:

Character: _____

Feelings: _____

Evidence:

Character: _____

Feelings: _____

Evidence:




Challenge: Cut out each character and evidence card. Exchange with a partner. See if your partner can match each character with the evidence from the story.

“Inferring With Evidence”


Name: _____ Date: _____

What To Do:

When readers make an inference they combine what the text says and what they already know to create some new thinking. Write down three events (evidence) from the text. Share what you already know about each event. Then use them both to create new thinking (inference).

Evidence from Text:	What I Already Know:	My Inference:
 _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

Evidence from Text:	What I Already Know:	My Inference:
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

Evidence from Text:	What I Already Know:	My Inference:
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____ 

Challenge: Get together with a partner. Share the evidence and what you already know. See if your partner makes the same inference. Write any new inferences on the back of this page.

"Infer Cause and Effect"

Name: _____ Date: _____

What To Do:

Readers infer the cause of effects that are in a text. They can also infer the effects for events in a text. Describe 2 causes from the text, then infer effects for each. Describe 2 effects from the text, then infer possible causes.

Causes	Infer Effects
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____



Infer Causes	Effects
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____



Challenge: Get together with a partner. Share the causes and effects from the text. Talk with your partner and make a list of new inferences for the cause and effects from the text.

“Infer Causes of Problems”

Name: _____ Date: _____

What To Do:

There are often many big and small problems in a story. Sometimes the author tells the reasons for problems; other times readers have to infer reasons for problems. List some problems from the story. Then infer all the possible causes for each one.

Problems	Evidence from Text:
• _____ _____	• _____ _____
• _____ _____	• _____ _____
• _____ _____	• _____ _____
• _____ _____	• _____ _____
• _____ _____	• _____ _____
• _____ _____	• _____ _____



Challenge: Circle one of the reasons you inferred for a problem in the story. Share your thinking about why that could be a cause for the problem. Be sure to share your reasons and all your thinking!

"Infer Author's Purpose"

Name: _____ Date: _____

What To Do:

Authors have many reasons for writing a text. Readers look for clues in the language authors use to help determine all their reasons for writing. Copy some language from the text you are reading that you think are clues to the author's purposes. List all the author's purposes for writing this text.

Language

Language

Language

Language

Language

Language

The author's purposes were...



Challenge: On the back of this page, write a summary about the author's purposes for the text. Be sure to include all your inferences about author's purpose and reasons for those inferences.

"Infer Alternate Meanings in Text"

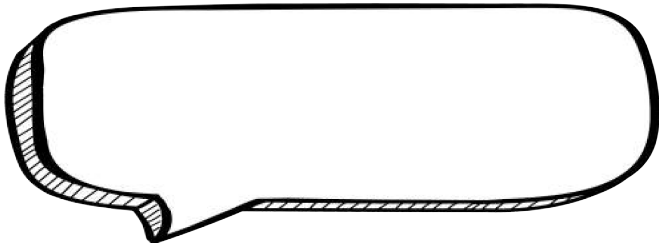
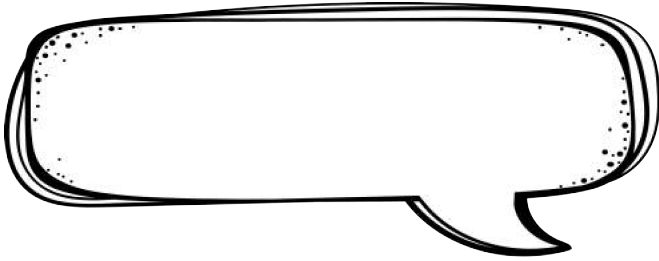
Name: _____ Date: _____

What To Do:

Readers infer different meanings behind things characters say and details in a text. Copy some dialogue from the text and some details. Describe different meanings for each one in your own words.

Dialogue

Alternate Meanings



Text Details

Alternate meanings



Challenge: On the back of this page, create some new dialogue and text details that the author and characters could have said in the text based on the alternative meanings.

"Infer Setting Details from Illustrations"

Name: _____ Date: _____

What To Do:

Readers infer details about the settings based on the details in illustrations from the book. Draw two illustrations from the text that include details about the setting. Then infer details about the settings based on the illustrations.

Illustration

Illustration



Inferred Details

Inferred Details



Challenge: On the back of this page, describe in your own words how the illustrations helped you make inferences and learn more about the text. Share your thinking with a partner.

"Infer Themes and Ideas from Illustrations"

Name: _____ Date: _____

What To Do:

Readers infer details about themes and ideas based on the details in illustrations from the book. Draw two illustrations from the text that include details about the themes and ideas. Then infer details about both themes and ideas based on the illustrations.

Illustration

Illustration



Inferred Themes

Inferred Themes

Inferred Ideas

Inferred Ideas



Challenge: On the back of this page, describe in your own words how the illustrations helped you make inferences and themes and ideas about the text. Share your thinking with a partner.

“Infer How Characters Feel About Each Other”

Name: _____ Date: _____

What To Do:

Readers infer how characters feel about each other by paying close attention to what characters say and how they act. Copy some dialogue and describe some things two of the main characters do in the story. Then describe how each character feels about the other.

Character: _____

What the Character says:

What the Character does:

How the Character Feels About Others:

Character: _____

What the Character says:

What the Character does:

How the Character Feels About Others:





Challenge: On the back of this page, describe why you think each of the characters feel the way they do about each other. Tell what might need to happen for their opinions of each other to change.

"Infer the Meanings of Complex Words"

Name: _____ Date: _____

What To Do:

Some words in a text are complex. The author doesn't include the meaning, but may offer clues. Copy some complex words from the text you are reading. Use what you know and the clues in the text to define each complex word.

Complex Words	Clues from the text	Definition
		

Challenge: Get together with a partner. Read each complex word and the clues from the text. See if your partner comes up with the same definition. Write new definitions on the back of the page.

"Infer Main Ideas"

Name: _____ Date: _____

What To Do:

Readers infer the main idea of each paragraph by thinking carefully about the topic sentence. Copy some topic sentences from the paragraphs in the text you are reading. Then infer the main idea for each paragraph.

Topic Sentences

Main Ideas



Challenge: Circle one of the main ideas above. On the back of this page, make a list of details that could be included in a paragraph that would support the main idea.

"Infer Author's Choice of Words"

Name: _____ Date: _____

What To Do:

Authors think carefully about words they choose to include in a text so that they can get their message delivered to readers. Choose some words from the text the author chose that stand out to you. Then infer why the author used those words in the text.

Word Choice

Why the Author Chose the Word

--

--

--

--

--

--

--

--

--

--

--

--

--

--



Challenge: Circle three of the words above. On the back of this page, explain why you thought each word stood out in the text. Make a list of other words the author could have used as well.

“Reading Between the Lines”

Name: _____ Date: _____

What To Do:

Readers often have to ‘read between the lines.’ This is when they take what happens in the story and add their own thinking to make inferences. Copy some lines from the text you are reading. Then share your thinking and inferences ‘between the lines.’

1 (From the text) _____

(Between the lines) _____

(From the text) _____



2 (From the text) _____

(Between the lines) _____

(From the text) _____

3 (From the text) _____

(Between the lines) _____

(From the text) _____

4 (From the text) _____

(Between the lines) _____

(From the text) _____



Challenge: Choose one of the four examples above to write more inferences about on the back of this page. Share all your inferences with a partner.

“Inferring Practice One”

Name: _____ Date: _____

What To Do:

Readers use illustrations, text, and what they already know to make inferences about characters, settings, events, problems/solutions, facts, and much more. Carefully read and study the following illustrations. Then make as many inferences as you can.

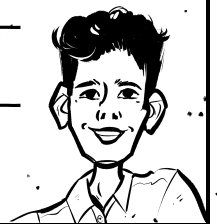
Jake dreaded the first day at his new school. He was entering fifth grade in an entirely new state, knowing absolutely nobody. To make matters worse, Jake was painfully shy. He always managed to embarrass himself by saying the wrong thing, or nothing at all. He slowly walked into class on his first day when his teacher asked him to stand up and introduce himself. Jake panicked.

My Inferences:



Amelia had a contagious laugh and she laughed all the time. She laughed all day long at school; during recess, at lunch, and even during class. Amelia's laugh did get her in trouble at times. "Amelia, STOP laughing!" her teacher Mrs. Jackson would say. "Amelia, that is NOT funny," her mom would scold her. Amelia was learning slowly when it's appropriate to laugh and when it's not.

My Inferences:



Challenge: On the back of this page, describe information you already knew that helped you make the inferences you did for each of the examples above.

"Inferring Practice Two"

Name: _____ Date: _____

What To Do:

Readers use illustrations, text, and what they already know to make inferences about characters, settings, events, problems/solutions, facts, and much more. Carefully read and study the following illustrations. Then make as many inferences as you can.

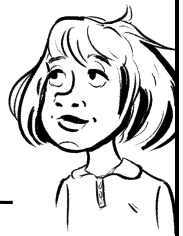
One day Sam was playing at recess when a bunch of older and bigger boys came to steal his football. "Give it to us little kid or we'll beat you up!" they barked. Sam froze for a second, then dropped the ball and ran away as fast as he could. The boys laughed at him. Sam remembered what his teacher said about bullies. He told her what happened and she took care of the problem.

My Inferences:



Max was never very good at kickball. When it came time to pick teams he was always last. But that all changed one day when Max was up to kick. He kicked the ball so hard it soared over everyone's heads and he scored a homerun. Sam felt on top of the world the next day when both teams were begging for him to be on their team!

My Inferences:



Challenge: On the back of this page, describe information you already knew that helped you make the inferences you did for each of the examples above.

“Inferring Practice Three”

Name: _____ Date: _____

What To Do:

Readers use illustrations, text, and what they already know to make inferences about characters, settings, events, problems/solutions, facts, and much more. Carefully read and study the following illustrations. Then make as many inferences as you can.

Rosa was a thinker. She would look at something and have a million questions swirling in her brain like a tornado. She was constantly asking her mom questions and trying to make the answers make sense in her brain. One day her mom got so tired of all the questions she told Rosa to ‘look it up.’ Rosa went on the internet and read and read and read. Rosa loved to learn all about the world.

My Inferences:



Jonah and Greyson begged their parents for years to get a dog. They always said no. The boys were relentless in their begging and finally one day their dad said, “alright, get in the car and let’s go pick out a dog.” The boys were shocked and elated They picked out the perfect dog and named him Spotticus because of all his black and brown spots. Spotticus became their best friend.

My Inferences:



Challenge: On the back of this page, describe information you already knew that helped you make the inferences you did for each of the examples above.

“Inferring Practice Four”

Name: _____ Date: _____

What To Do:

Readers use illustrations, text, and what they already know to make inferences about characters, settings, events, problems/solutions, facts, and much more. Carefully read and study the following illustrations. Then make as many inferences as you can.

My mom is like a superhero. She can do pretty much anything. She cooks the most delicious meals, fills out all my school paperwork, does my laundry, cleans the house, drives me to my practices and games, and has the best hugs. Sometimes I forget just how much she does for me. I have a new plan to make my mom a thank you card every week. She loves when I make her presents!

My Inferences:



One day Samantha was playing in a field across from her house when she stumbled on a nest of bees. Samantha was never scared of anything, so she thought why not see if the bees are home? She found a big stick and began poking the bees nest. At first nothing happened, but soon she heard a loud buzzing sound. Hundreds of bees suddenly started flying straight for her. Samantha was stung by over a dozen bees!

My Inferences:



Challenge: On the back of this page, describe information you already knew that helped you make the inferences you did for each of the examples above.

“Inferring Practice Five”

Name: _____ Date: _____

What To Do:

Readers use illustrations, text, and what they already know to make inferences about characters, settings, events, problems/solutions, facts, and much more. Carefully read and study the following illustrations. Then make as many inferences as you can.

Jordan was not excited at all about his parents meeting his teacher. He had gotten in trouble over the last few weeks at school and was hiding notes home from his teacher. He knew soon that the cat would be out of the bag and his parents would know about all his clowning around at school. Jordan tried to convince them it was a waste of time, but they didn't listen.

My Inferences:



Malaya's dream was to become a famous movie star. Ever since she could remember Malaya loved acting. She tried out for every play in school, and often landed the lead role. When Malaya was in high school her dreams were coming true. She landed a role on a Disney TV show! She moved to Hollywood with her mom to start her career. Life was hard away from friends and family, but Malaya was on her way!

My Inferences:



Challenge: On the back of this page, describe information you already knew that helped you make the inferences you did for each of the examples above.

“Inferring Practice Six”

Name: _____ Date: _____

What To Do:

Readers use illustrations, text, and what they already know to make inferences about characters, settings, events, problems/solutions, facts, and much more. Carefully read and study the following illustrations. Then make as many inferences as you can.

McKenna was known by her family as the best marshmallow toaster around. She knew just how to make them perfectly brown and crispy on the outside and gooey and delicious on the inside. Everyone begged McKenna to toast their marshmallows. McKenna loved this reputation, but it got kind of boring making marshmallows all night long. So, she trained her little sister. Now she has help!

My Inferences:



Charlie loved to camp. His favorite part of camping was taking long hikes in the woods. Normally, Charlie was really good at following trails, but one time he suddenly realized he was lost and alone. His parents were back at camp. Soon it was getting dark, and Charlie was scared. He decided to just stay put and wait for help. He ended up sleeping all night lost in the woods. The next morning his parents found him safe.

My Inferences:



Challenge: On the back of this page, describe information you already knew that helped you make the inferences you did for each of the examples above.

“Judging Character Choices”

Name: _____ Date: _____

What To Do:

Readers are always forming opinions about the choices characters make in text. Describe what some characters did in the text. Then share your opinions.

Character choice:

My Opinion:

Character choice:

My Opinion:

Character choice:

My Opinion:

Character choice:

My Opinion:



Challenge: Get together with a partner. Share the choices the character made in the text. See if your partner's opinions match your own. Write new opinions on the back of this page.

“Judging Character Traits”

Name: _____ Date: _____

What To Do:

Readers are always forming opinions about character traits in text. Describe the traits of some characters in the text. Then share your opinions.

Character traits:

My Opinion:

Character traits:

My Opinion:

Character traits:

My Opinion:

Character traits:

My Opinion:



Challenge: Get together with a partner. Share the character traits from the text. See if your partner's opinions match your own. Write new opinions on the back of this page.

“Judging Story Elements”

Name: _____ Date: _____

What To Do:

Readers often form opinions about important story elements. Use the text you are reading to describe the story elements below. Then circle a number between 1-10 (10 being the best) to rate your opinions of each element.

Setting:



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Plot:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Conflict:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Resolution:



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Challenge: On the back of this page, describe why you chose the number you did for each element above. Be sure to share all the reasons for your opinions.

“Judging Dialogue”

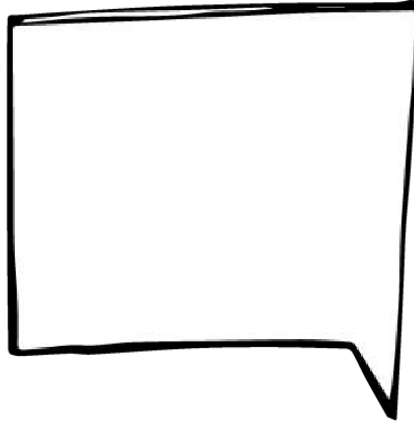
Name: _____ Date: _____

What To Do:

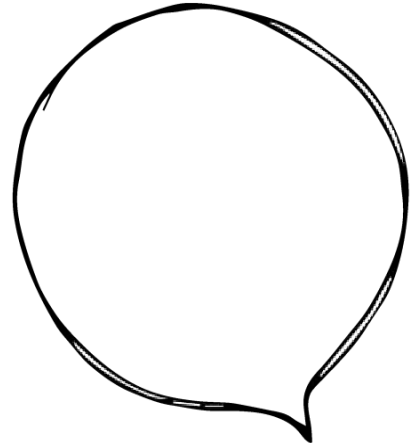
Readers often form opinions about dialogue, or the things characters say in a story. Copy some dialogue from the text you are reading into each thought bubble below. Then circle a number between 1-10 (10 being the best) to rate your opinions of each dialogue.



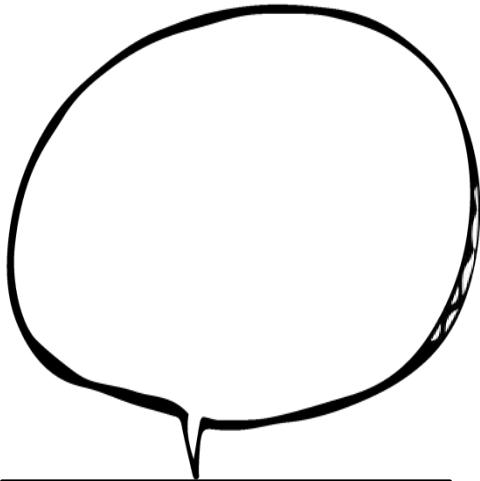
My Opinion: 1 2 3 4
5 6 7 8 9 10



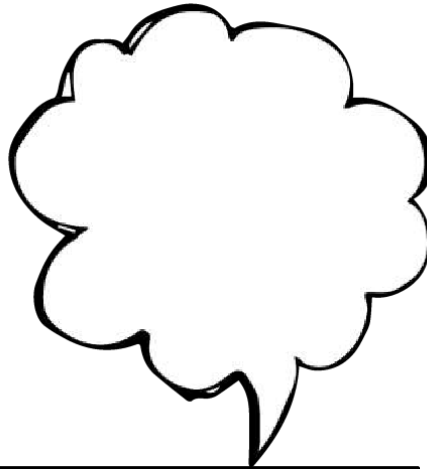
My Opinion: 1 2 3 4
5 6 7 8 9 10



My Opinion: 1 2 3 4
5 6 7 8 9 10



My Opinion: 1 2 3 4
5 6 7 8 9 10



My Opinion: 1 2 3 4
5 6 7 8 9 10



My Opinion: 1 2 3 4
5 6 7 8 9 10

Challenge: Cut out each dialogue box on the dotted lines. On the back of each card, describe why you chose the number you did for each dialogue.

“Judging Use of Descriptive Language”

Name: _____ Date: _____

What To Do:

Readers often form opinions about the use of descriptive language used in a text. Copy some descriptive language from the text you are reading. Then circle a number between 1-10 (10 being the best) to rate your opinions of each set of descriptive language.

My Opinion: 1 2 3 4
5 6 7 8 9 10

My Opinion: 1 2 3 4
5 6 7 8 9 10

My Opinion: 1 2 3 4
5 6 7 8 9 10

My Opinion: 1 2 3 4
5 6 7 8 9 10

My Opinion: 1 2 3 4
5 6 7 8 9 10

My Opinion: 1 2 3 4
5 6 7 8 9 10

My Opinion: 1 2 3 4
5 6 7 8 9 10

My Opinion: 1 2 3 4
5 6 7 8 9 10

My Opinion: 1 2 3 4
5 6 7 8 9 10

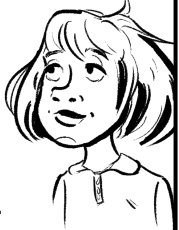
Challenge: Cut out each set on the dotted lines. On the back of each card, describe why you chose the number you did to rate each set of descriptive language found in the text.


“Judging How Characters Change Over Time”

Name: _____ Date: _____

What To Do:

Characters often change from the beginning of a story to the end. That usually means our opinions of characters change as well. Describe how two characters changed, and how your opinions of each changed, from the beginning of the story to the end.

Character at the beginning: _____ _____ _____	Character at the end: _____ _____ _____ 
My opinion at the beginning: _____ _____ _____	My opinion at the end: _____ _____ _____

Character at the beginning: _____ _____ _____	Character at the end: _____ _____ _____
My opinion at the beginning:  _____ _____ _____	My opinion at the end: _____ _____ _____

Challenge: Get together with a partner. Share the choices the character made in the text. See if your partner’s opinions match your own. Write new opinions on the back of this page.

“Judging the Quality of a Text”

Name: _____ Date: _____

What To Do: Readers judge the quality of the text by giving their opinions of different text elements. Describe your judgments for each of the text elements below.

Writer’s Style: _____

Main Ideas:

Key Details: _____

Descriptive Language: _____

Strong Lead:

Entertaining: _____



Challenge: Share your judgments with a partner or small group. Make a list of judgments others shared on the back of this page.

"Agreeing and Disagreeing with Ideas"

Name: _____ Date: _____

What To Do:

Readers often think about whether they agree or disagree with ideas from a text. Describe some ideas from the text. For each idea, check if you agree or disagree. Then give your reasons why.

Idea:

Agree:

Disagree:

My Reasons:

Idea:

Agree:

Disagree:

My Reasons:

Idea:

Agree:

Disagree:

My Reasons:

Idea:

Agree:

Disagree:

My Reasons:



Challenge: Get together with a partner. Share the ideas from the text. See if you and your partner have the same opinions. On the back of this page, describe how your opinions were alike and different.

"Judging Events"

Name: _____ Date: _____

What To Do:

Readers judge the main events from the text and support their judgments with reasons. Describe four main events from the text. Rate each event by circling a number between 1-5 (5 being your highest rating). Then support your judgments with reasons.

Idea:

RATING:

1
2
3
4
5

My Reasons:

Idea:

RATING:

1
2
3
4
5

My Reasons:

Idea:

RATING:

1
2
3
4
5

My Reasons:

Idea:

RATING:

1
2
3
4
5

My Reasons:



Challenge: Get together with a partner. Share the events from the text. See if you and your partner have the same ratings. On the back of this page, describe how your ratings were alike and different.

“Judging Topics”

Name: _____ Date: _____

What To Do:

Readers judge the topics from the text and support their judgments with reasons. Describe four main topics from the text. Rate each topic by circling a number between 1-5 (5 being your highest rating). Then support your judgments with reasons.

Event:

RATING:

1
2
3
4
5

My Reasons:

Event:

RATING:

1
2
3
4
5

My Reasons:

Event:

RATING:

1
2
3
4
5

My Reasons:

Event:

RATING:

1
2
3
4
5

My Reasons:



Challenge: Get together with a partner. Share the topics from the text. See if you and your partner have the same ratings. On the back of this page, describe how your ratings were alike and different.

“Judging the Beginning, Middle, and End”

Name: _____ Date: _____

What To Do:

Readers judge the topics from the text and support their judgments with reasons. Describe four main topics from the text. Rate each topic by circling a number between 1-5 (5 being your highest rating). Then support your judgments with reasons.

Beginning:



RATING:

1
2
3
4
5

My Reasons:

Middle:

RATING:

1
2
3
4
5

My Reasons:

End:

RATING:

1
2
3
4
5

My Reasons:



Challenge: Get together with a partner. Share the events from the beginning, middle, and end of the text. See if you and your partner have the same ratings. On the back of this page, describe how your ratings were alike and different.

“Judging Based on Personal Experiences”

Name: _____ Date: _____

What To Do:

Readers use their personal experiences to help judge parts of a text. Describe some parts of the text. Then share a personal experience related to each part. Finally, rate each text part based on your personal experience by circling a number between 1-5 (5 being your highest rating).

Text Part:



Personal Experiences:

RATING:

1
2
3
4
5

Text Part:

Personal Experiences:

RATING:

1
2
3
4
5

Text Part:

Personal Experiences:



RATING:

1
2
3
4
5

Challenge: Describe the text parts with a partner. Ask them to rate each part and share their own personal experiences. Write how your ratings were alike and different on the back of this page.

“Judging the Writer’s Style”

Name: _____ Date: _____

What To Do:

Readers judge the style of a writer by thinking carefully about the writer’s style. Describe the writer’s style for each of the ideas below. Then rate each one by circling a number between 1-10 (10 being your highest rating).

Organization of Events:

1 2 3 4 5 6 7 8 9 10

Use of Descriptive Language:

1 2 3 4 5 6 7 8 9 10

Sentence Fluency:

1 2 3 4 5 6 7 8 9 10

Ability to Connect with Readers:

1 2 3 4 5 6 7 8 9 10



Challenge: Get together with a partner. Share your opinions of the writer’s style. Write down any new thinking you and your partner have on the back of this page.


“Judging the Believability of the Text”

Name: _____ Date: _____

What To Do:

Readers have to decide if the big ideas in the text are believable or not. Share some of the big ideas from the text. Check one box to judge each idea. Then share your thinking about why you checked the box you did.

Idea:



Agree:

Disagree:

My Reasons:

Idea:

Agree:

Disagree:

My Reasons:

Idea:

Agree:

Disagree:

My Reasons:

Idea:

Agree:

Disagree:

My Reasons:



Challenge: Get together with a partner. Share the ideas from the text. See if you and your partner have the same opinions. On the back of this page, describe how your opinions were alike and different.

“Evaluating Illustrations”

Name: _____ Date: _____

What To Do:

Readers evaluate illustrations so that they can think about how they help readers better understand the text. Draw 3 illustrations from the text below. Rate each illustration by circling a number between 1-5 (5 being your highest rating). Then explain your reasons for each rating.

Illustration:

RATING:

1
2
3
4
5

My Reasons:



Illustration:

RATING:

1
2
3
4
5

My Reasons:

Illustration:

RATING:

1
2
3
4
5

My Reasons:



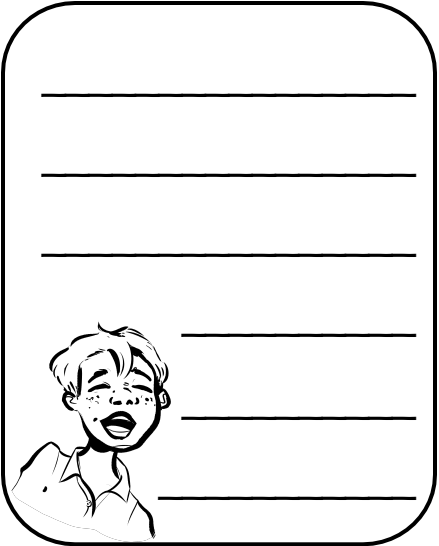
Challenge: Describe the illustrations with a partner. Share your ratings and reasons for each. Write how your ratings were alike and different from your partner on the back of this page.

“Evaluating how Simple the Text Was to Understand”

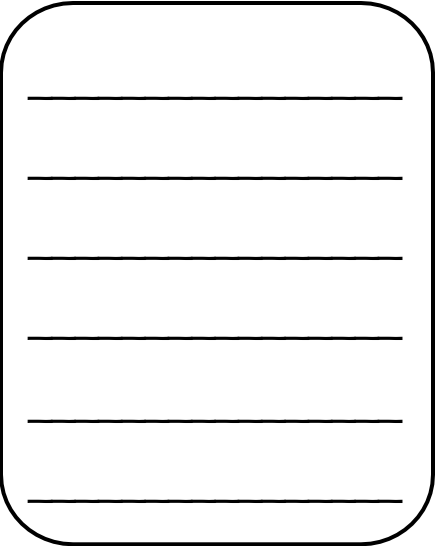
Name: _____ Date: _____

What To Do:

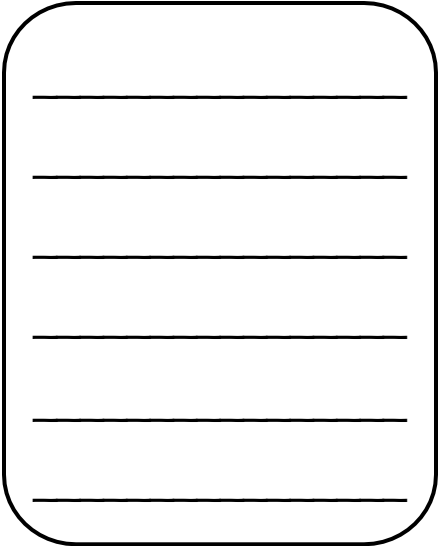
Readers are always looking to understand what they are reading. If something is too hard to understand, it is not fun to read. Share some parts of the text below. Rate how easy they were to understand by circling a number between 1-10 (10 being the easiest).



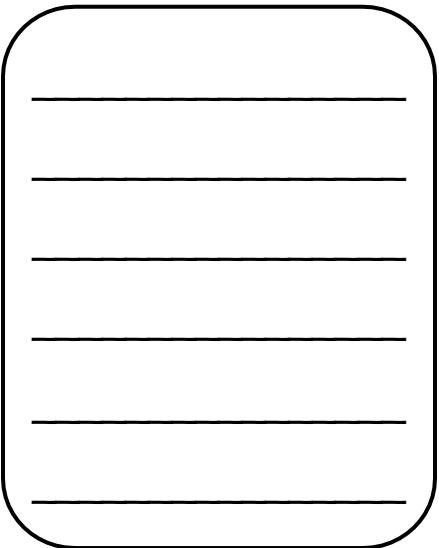
1 2 3 4 5 6 7 8 9 10



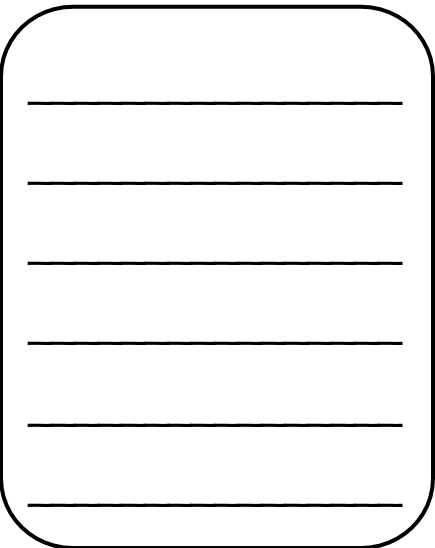
1 2 3 4 5 6 7 8 9 10



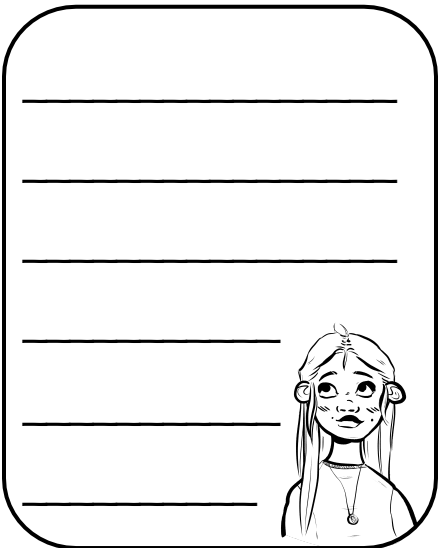
1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10

Challenge: Cut out each set on the dotted lines. On the back of each card, describe why you chose the number you did to rate the meaning for each part of the text.


“Evaluating the Problems and Solutions”

Name: _____ Date: _____

What To Do:

Readers judge both the problems and solutions found in a text. Share 3 problems and solutions from the text below. Rate each problem and solution by circling a number between 1-10 (10 being your highest rating).

Problem:



1 2 3 4 5 6 7 8 9 10

Problem:

1 2 3 4 5 6 7 8 9 10

Problem:

1 2 3 4 5 6 7 8 9 10

Solution:

1 2 3 4 5 6 7 8 9 10

Solution:

1 2 3 4 5 6 7 8 9 10

Solution:



1 2 3 4 5 6 7 8 9 10

Challenge: On the back of this page, make a list of other possible problems and solutions. Circle two problems and solutions you like best from your list.

“Identifying Facts and Opinions”

Name: _____ Date: _____

What To Do:

Readers need to think carefully about what parts of the text are facts, and what parts are opinions. Remember, a fact can be proven true. An opinion is a belief or judgment that an individual feels. Make a list of facts and opinions from the text.

Facts:

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Opinions:

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____



Challenge: Share your fact and opinion lists with a partner. Circle two that stand out from your list. On the back of this page, tell how you know for sure each is a fact or an opinion.


“Identifying Contradictions in the Text”

Name: _____ Date: _____

What To Do:

A contradiction happens when two or more things do not agree with each other. Characters, events, or ideas in a text might contradict. Share four different contradictions from the text. Be sure to explain how they contradict, or do not agree.


Contradiction:



Contradiction:

Contradiction:

Contradiction:



Challenge: On the back of this page, write your opinions about each contradiction. Tell which side you agree with and give your reasons for your opinions.

“Expressing Reading Tastes”

Name: _____ Date: _____

What To Do:

All readers have their own type of books they like reading the most. To find out what your reading tastes are begin by making a list of the last 5 books you have read. Then make another list of things you enjoy reading the most. It may be nonfiction topics, characters, events, or anything!

Books I Have Read:

1

2

3

4

5

What I Enjoy Reading the Most:

○

○

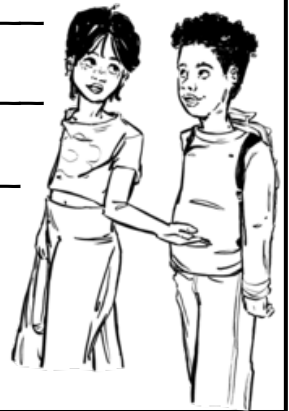
○

○

○

○

○



Challenge: Study the two lists you made above. Look for patterns in your reading style. On the back of this page, describe your reading style.


“Text-to-Self Connections”

Name: _____ Date: _____


What To Do:

Readers make connections between a text and their own lives so they can better understand the text. Describe some things from the text and how your own life is connected to each one. Use as much detail as possible.

Text Details...



Personal Connections...



Challenge: On the back of this page describe which of the text details you connect with the most. Tell why your connection is so strong and how that helped you better understand the text.


“Text-to-Text Connections”

Name: _____ Date: _____


What To Do:

Readers make connections between a text they are currently reading and other texts they have read. Describe some things from your current text and connect them to other texts you have read. Be sure to include text titles and details of how they are connected.

Current Text...



Text Connections...



Challenge: On the back of this page describe which of the text-to-text connections is the strongest. Tell why the connection is so strong and how that helped you better understand the current text.

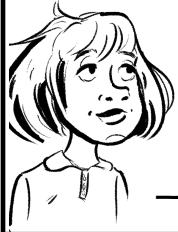
“Text-to-World Connections”

Name: _____ Date: _____


What To Do:

Readers make connections between a text they are currently reading and things happening in the world around them. Describe some things from the text you are reading and connect them to things happening in the world around you. Be sure to include details of how they are connected.

Text Details



World Connections



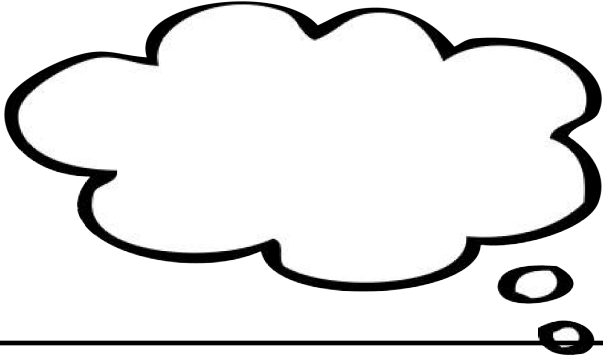
Challenge: On the back of this page describe which of the text-to-world connections is the strongest. Tell why the connection is so strong and how that helped you better understand the text.

“Connecting with Text Quotes”

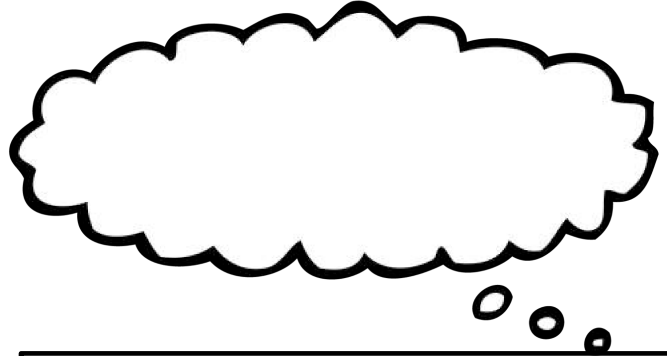
Name: _____ Date: _____

What To Do:

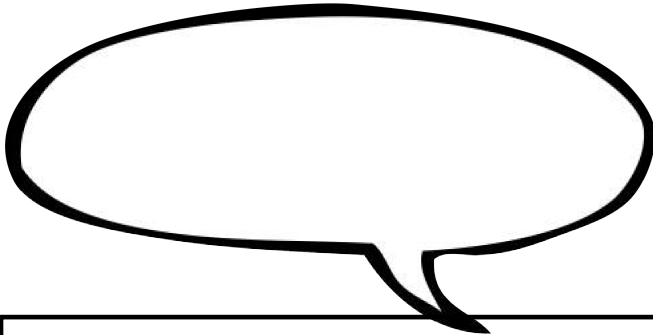
Readers make connections to specific things said in a text. Copy four things that were said in the text you are reading. Then share how you can make connections to each quote.



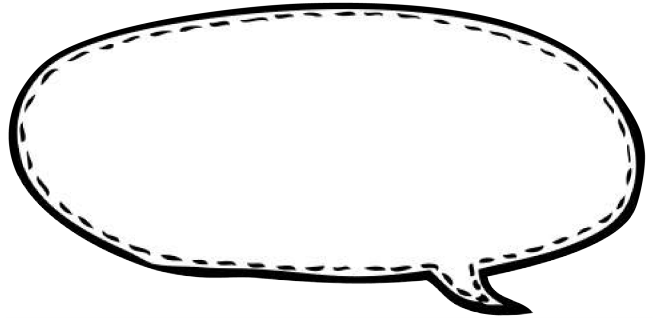
My Connection



My Connection



My Connection



My Connection

Challenge: Cut out each connection on the dotted lines. Share your text connection cards with a partner. Write any connections your partner has to each quote on the back of the cards.

“Connecting Authors’ Styles”

Name: _____ Date: _____

What To Do:

Readers notice when an author’s writing style is similar to another author. Describe the author’s style of the book you are reading, using three examples as evidence. Then compare the author’s style to another author you have read.

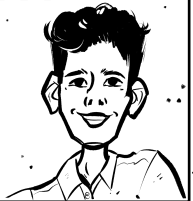
The author’s style is most like...

Evidence from the text...

1

2

3



The author’s style is most like...

How they are alike...



How they are different...

Challenge: Name your favorite author on the back of this page. Describe the author’s style and make connections to the author of the book you are currently reading.

“Connecting Characters in the Same Story”

Name: _____ Date: _____

What To Do:

Readers make connections between characters in a story. They notice how characters act, think, feel, and talk the same. Choose two characters from the book you are reading and share how they are connected in the spaces below.

The two characters I am comparing are...

_____ and _____

How they act alike...

How they talk alike...



How they think alike...



How they feel alike...

Challenge: On the back of this page, tell which character you are most like. Make a list of ways you are the same as that character and share all your thinking about your connection.

“Connecting Characters in Different Stories”

Name: _____ Date: _____

What To Do:

Readers make connections between characters in different stories. They make Connections between how the characters act, think, talk, feel, and their circumstances. Choose two characters from different books you have read and share how they are connected.

The two characters I am comparing are...

_____ and _____

From the books...

_____ and _____

How they act alike...



How they talk alike...

How their circumstances are alike... _____

How they think alike...

How they feel alike...



Challenge: On the back of this page, tell which character you are most like. Make a list of ways you are the same as that character and share all your thinking about your connection.

“Connecting Main Ideas in a Story”

Name: _____ Date: _____

What To Do:

Readers make connections between the main ideas in a text so they can see how the whole text is put together. Describe each main idea in one sentence. Make a list of all the ways the main ideas are connected.

Main Idea One:

Main Idea Two:

Main Idea Three:

Main Idea Four:

How the main ideas are connected:

- _____
- _____
- _____
- _____
- _____
- _____
- _____



Challenge: On the back of this page, tell how the main ideas help support the overall message of the text. How would the text be different if some of the main ideas were missing or different?

“Connecting Main Ideas from Different Stories”

Name: _____ Date: _____

What To Do:


Readers make connections between the main ideas in more than one text so they can make connections between texts. Briefly describe the main idea of three different texts. Then describe ways the main ideas are connected.

Main Idea from _____

Main Idea from _____

Main Idea from _____

How the main ideas are connected:



Challenge: On the back of this page, tell how the main ideas help support the overall message of the text. How would the text be different if some of the main ideas were missing or different?

“Connecting Key Details to Main Ideas”

Name: _____ Date: _____

What To Do:

Readers connect which key details fit each main idea in a text. Make a list of all the key details from the text you are reading. Write main ideas in each box on the right. Then draw a line to connect each key detail to the correct main idea.

Key Details

Main Ideas



Challenge: Use the back of this page to write a summary of one of the main ideas and the key details that match. Be sure to use complete sentences.

“Connections Before Reading”

Name: _____ Date: _____

What To Do:

Readers make all kinds of connections before reading by studying the title, cover, and back of the book. Use a book you have been wanting to read and make connections to all the parts below. Share as much detail as possible with all your connections.

Connections to the title

Connections to the cover



Connections to the back



Other connections

Challenge: On a scale of 1-10 (10 being the highest) rate how strong your connections are to the text. Use the back of this page to write your score. Be sure to explain your reasons for the rating.

"Connections During Reading"

Name: _____ Date: _____

What To Do:

Readers make all kinds of connections to the characters, events, problems and solutions, and settings during reading. Make connections as you read today and share them in the spaces provided. Use as much detail as possible with all your connections.

Connections to Events



Connections to Characters

Connections to Problem/Solution

Connections to Settings



Challenge: On a scale of 1-10 (10 being the highest) rate how strong your connections are to the text. Use the back of this page to write your score. Be sure to explain your reasons for the rating.

“Connections After Reading”

Name: _____ Date: _____

What To Do:

Readers make all kinds of connections after reading by reflecting on the characters, events, problems/solutions, and settings in a text. Make connections to a book you have finished share Those connections in the spaces provided.

Connections to Characters



Connections to Events

Connections to Problems/Solutions

Connections to Settings



Challenge: On a scale of 1-10 (10 being the highest) rate how strong your connections are to the text. Use the back of this page to write your score. Be sure to explain your reasons for the rating.

“Connections Before, During, and After Reading”

Name: _____ Date: _____

What To Do:

Readers make connections to a text when something they read reminds them of a memory they have. Share your connections from before, during, and after reading today. Be sure to include your own memories and the parts in the text you connect with.

Before: _____



During: _____

After: _____




Challenge: On the back of this page tell which connection was the strongest. Say more about the memory you have and the connection you made.


“Background Knowledge and Interpreting Characters”

Name: _____ Date: _____

What To Do:

Readers use their background knowledge to interpret how characters think and feel, and also why they make the choices they do. In each box, share your background knowledge, information from the text about a character, and your connection.

Background Knowledge	How Characters Think and Feel
<hr/> <hr/> <hr/> 	<hr/> <hr/> <hr/>
Connections: _____ _____	

Background Knowledge	How Characters Think and Feel
<hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>
Connections: _____ _____	

Challenge: On the back of this page make a list of reasons why readers should be thinking about making connections to what they are reading. Circle the most important reason and explain why.

“Connections to Different Cultures”

Name: _____ Date: _____

What To Do:

Readers compare their own culture to the culture described in a text so that they can make connections and compare how their cultures are alike and different. Describe your culture and the culture from the book you are reading. Tell how they are alike and different.

Traits of my Culture



Traits of the Culture in the Book

How They Are Alike

How They Are Different




Challenge: On the back of this page make a list of connections you notice between your culture and the culture in the text. Circle the strongest connection and explain why it's the strongest.


“Background Knowledge and Interpreting Settings”

Name: _____ Date: _____

What To Do:

Readers use their background knowledge to interpret details of all the settings in a text. In each box, share your background knowledge, information from the text about different settings, and your connections to each setting.

Background Knowledge	The First Setting
 _____ _____ _____	_____ _____ _____
Connections: _____ _____	

Background Knowledge	The Second Setting
_____ _____ _____	_____ _____ _____ 
Connections: _____ _____	


Challenge: On the back of this page make a list of reasons why readers should be thinking about making connections to settings. Circle the most important reason and explain why.


“Background Knowledge and Interpreting Topics”

Name: _____ Date: _____

What To Do:

Readers use their background knowledge to interpret different topics described in a text. In each box, share your background knowledge, information from the text about different topics, and your connections to each topic.

Background Knowledge	The First Topic
 _____ _____ _____	_____ _____ _____
Connections: _____ _____	

Background Knowledge	The Second Topic
_____ _____ _____	_____ _____ _____
 Connections: _____ _____	


Challenge: On the back of this page say more about your background knowledge by telling the stories of how you came to learn this background information.


“Background Knowledge and Interpreting Story Elements”

Name: _____ Date: _____

What To Do:

Readers use their background knowledge to interpret story elements (characters, setting, plot, conflict, resolution) in a text. In each box, share your background knowledge, Story elements from the text, and your connections to each element.

Background Knowledge	Story Elements
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> 
Connections: _____ _____	

Background Knowledge	Story Elements
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> 
Connections: _____ _____	


Challenge: On the back of this page say more about your background knowledge by telling the stories of how you came to learn this background information.

“Background Knowledge and Connections”

Name: _____ Date: _____

What To Do:

Readers are always making connections when they are reading. Sometimes they have to change their background knowledge to make sense of the new information. Describe your background knowledge and details in the text. Then check yes or no if you had to change your thinking.

Background Knowledge	Text details	Change my thinking?
		Yes: <input type="checkbox"/> No: <input type="checkbox"/>
		Yes: <input type="checkbox"/> No: <input type="checkbox"/>
		Yes: <input type="checkbox"/> No: <input type="checkbox"/>
		Yes: <input type="checkbox"/> No: <input type="checkbox"/>


Challenge: Choose one of the examples above where you checked yes to changing your thinking. Explain why you changed your thinking on the back of this page.

“Support Predictions with Evidence”

Name: _____ Date: _____


What To Do:

Readers include evidence from the text and what they already know when they make predictions. Make some predictions before and during reading today. Describe the evidence you used to think of your predictions.

Prediction	Evidence
 _____ _____ _____	_____ _____ _____

Prediction	Evidence
_____ _____ _____	_____ _____ _____

Prediction	Evidence
_____ _____ _____	_____ _____ _____

Prediction	Evidence
_____ _____ _____	_____ _____ _____ 

Challenge: Circle all the predictions on the page that were correct. Use the back of the page to explain your incorrect predictions. What happened instead?

“Character Trait Predictions”

Name: _____ Date: _____

What To Do:

Readers think carefully about characters' actions in a story and use their actions to predict character traits. Describe the actions of two characters from the book you are reading. Then create a list of character traits for each person.

Character: _____

Character's Actions:



Character's Traits:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Character: _____

Character's Actions:

Character's Traits:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



Challenge: Circle traits that are the same for both characters. After reading, describe how your predictions about character traits changed. Used the back of this page to share your thinking.

"Predicting Character Actions"

Name: _____ Date: _____

What To Do:

Readers are always predicting what a character might do next in a story. As you are reading today share some predictions about what characters might do next. Be sure to explain your reasons for each prediction.

_____ **might** _____
(Character's name) (Prediction of what the character might do)

because _____
(Reasons for prediction)

_____ **might** _____
(Character's name) (Prediction of what the character might do)

because _____
(Reasons for prediction)

_____ **might** _____
(Character's name) (Prediction of what the character might do)

because _____
(Reasons for prediction)

_____ **might** _____
(Character's name) (Prediction of what the character might do)

because _____
(Reasons for prediction)



Challenge: On the back of this page, Tell which predictions came true and which were wrong. Share your thinking about why your predictions were wrong.

"Predicting Dialogue"

Name: _____ Date: _____

What To Do:

Readers are always predicting what a character might say next in a story. As you are reading today share some predictions about what characters might say next. Be sure to explain your reasons for each prediction.

_____ **might** _____
(Character's name) (Prediction of what the character might say next)

because _____
(Reason for prediction)

_____ **might** _____
(Character's name) (Prediction of what the character might say next)

because _____
(Reason for prediction)

_____ **might** _____
(Character's name) (Prediction of what the character might say next)

because _____
(Reason for prediction)

_____ **might** _____
(Character's name) (Prediction of what the character might say next)

because _____
(Reason for prediction)



Challenge: On the back of this page, tell which predictions came true and which were wrong. Share your thinking about why your predictions were wrong.

“Predicting Problems”

Name: _____ Date: _____

What To Do:

Readers think about the events in a story and predict what problems might happen next. List some events from three different parts of the story, then make a prediction of a problem that might happen based on each set of events.

Events:



Events:

Events:

Predicting the Problem:

Predicting the Problem:

Predicting the Problem:



Challenge: On the back of this page, choose one of the sets of events and your predicted problem and write your own short story.

“Predicting Solutions”

Name: _____ Date: _____


What To Do:

Readers think about the problems in a story and predict how those problems might be solved. Describe three problems from the story, then make a list of possible solutions. Circle one solution from each list you think is most likely.


Problem:

Problem:

Problem:



Predicting the Solution:



Predicting the Solution:

Predicting the Solution:

Challenge: If you were the writer, which solution would you choose for each problem? Give your answers and explain your thinking for each on the back of this page.

"Predicting Before Reading"

Name: _____ Date: _____

What To Do:

Readers make predictions before reading so they can think deeply about a text as they are reading. Study the cover and back of the text you are about to read today. Then make three different predictions that you think will happen in the text as you read.

Prediction:

YES:

NO:

What I Learned:



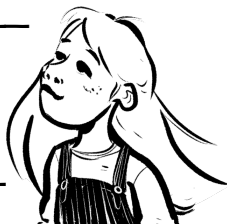
Prediction:

YES:

NO:

What I Learned:

Prediction:



YES:

NO:

What I Learned:

Challenge: After reading, think about if you were correct or not. Check one box for each prediction and share what you learned.

“Predicting During Reading”

Name: _____ Date: _____

What To Do:

Readers make predictions during reading so they can think deeply about a text as they are reading. Make three different predictions about what might happen next as you are reading today. Use as much detail as possible in each prediction.

Prediction:

YES:

NO:

What I Learned:



Prediction:

YES:

NO:

What I Learned:

Prediction:



YES:

NO:

What I Learned:

Challenge: After reading, think about if you were correct or not. Check one box for each prediction and share what you learned. Also share any new predictions you might have.

"Predicting After Reading"

Name: _____ Date: _____

What To Do:

Readers make predictions after reading so they can think deeply about about what they just read. Make three different predictions about what might happen if the book were to continue. Share your reasons and thinking for each prediction.

Prediction:



My Reasons:

Prediction:

My Reasons:

Prediction:

My Reasons:



Challenge: Circle one prediction you think is most likely to happen. Then write a short story on the back of this page, pretending you were the author writing another chapter. Make your prediction come true.

“Changing Predictions”

Name: _____ Date: _____

What To Do:

Readers often realize their original prediction is not going to happen in the text so they change their prediction as they are reading. Share some of your original predictions and how you changed them during reading today.

Original Prediction:



Original Prediction:

New Prediction:

New Prediction:

Original Prediction:

New Prediction:



Challenge: On the back of this page, give all the reasons you had for changing each prediction. Then tell if your second prediction came true in the text.

"Predicting with Personal Experiences"

Name: _____ Date: _____

What To Do:

Readers use their personal experiences to make predictions about a text. Share some of your personal experiences, then make predictions about the text you are reading.

Personal Experience: _____

Prediction: _____

Personal Experience: _____

Prediction: _____



Personal Experience: _____

Prediction: _____



Personal Experience: _____

Prediction: _____

Challenge: On the back of this page make a list of all the ways personal experiences can help readers make predictions and better understand the text.

“Predicting with Content Knowledge”

Name: _____ Date: _____

What To Do:

Readers use their knowledge of a certain topic to make predictions about a text. Share some things you know about the main topic in the text you are reading, then make predictions.

Topic Knowledge:



Prediction:

Topic Knowledge:

Prediction:

Topic Knowledge:

Prediction:



Challenge: On the back of this page make a list of all the ways using topic knowledge can help readers make predictions and better understand the text they are reading.

“Using Other Texts to Make Predictions”

Name: _____ Date: _____

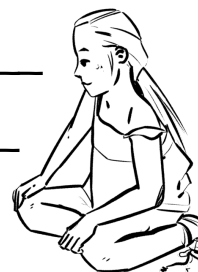
What To Do:

Readers will think of other texts they have read to help them make predictions with the text they are currently reading. Describe a detail or two from a text you’ve already read. Use the details to help you make predictions in the book you are reading today.

Text Title: _____

Original Prediction:

Prediction:



Text Title: _____

Original Prediction:

Prediction:

Text Title: _____

Original Prediction:

Prediction:



Challenge: On the back of this page tell whether your predictions actually happened in the text. Describe how using the details from other texts you’ve read helped you make stronger predictions.

"Predicting with Illustrations"

Name: _____ Date: _____

What To Do:

Readers use the illustrations in a text to predict what might happen next. Draw a few of the illustrations from the text you are reading then make predictions based off the illustrations.

Illustration:

Prediction: _____



Illustration:

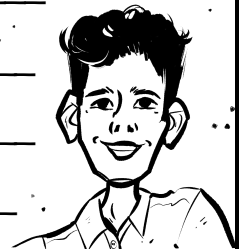
Prediction: _____

Illustration:

Prediction: _____

Illustration:

Prediction: _____



Challenge: On the back of this page make a list of all the ways illustrations help readers understand the text. Circle the one you think is most important and give your reasons why.

"Predicting Outcomes"

Name: _____ Date: _____

What To Do:

Readers make several predictions about how a text will end. Create a list of predictions for how the text you are reading will end. Then rank them from most likely to least likely by putting a number between 1-6 in each box.

Predictions

Rating

_____ _____ _____	
-------------------------	--

--

_____ _____ _____	
-------------------------	--

--

_____ _____ _____	
-------------------------	--

--

_____ _____ _____	
-------------------------	--

--

_____ _____ _____	
-------------------------	--

--

_____ _____ _____	
-------------------------	--

--



Challenge: On the back of the page share how the text really ends. Compare how your predictions were alike and different from the actual ending.

“Predicting Sequels”

Name: _____ Date: _____

What To Do:

Readers predict what might happen if the author were to write a sequel to a text. Make a list of predictions that you think the author would include if he/she wrote another text that continued the story from the book you are reading.

Predictions for a Sequel



Challenge: Circle three of your favorite predictions from above. Then create your own short story sequel on the back of this page, using your three favorite predictions.

“Going Deeper with Predictions”

Name: _____ Date: _____

What To Do:

Readers make lots of predictions that they quickly forget about or change. Readers need to think deeply about some predictions. Write down some of the biggest predictions you had about the text you are reading. Then answer the questions about each prediction.

Why? _____ _____	Prediction _____ _____ _____	Did it come true? _____
How? _____ _____		New prediction... _____ _____

Why? _____ _____	Prediction _____ _____ _____	Did it come true? _____
How? _____ _____		New prediction... _____ _____

Why? _____ _____	Prediction _____ _____ _____	Did it come true? _____
How? _____ _____		New prediction... _____ _____



Challenge: On the back of this page make a list of all the reasons predictions are so helpful to readers. Circle the most important reason and say more about it.

"Predictions Based on Genre"

Name: _____ Date: _____

What To Do:

Readers can use what they know about a genre and common patterns found in that genre to help them make predictions. Identify the genre of the book you are reading. Make a list of common patterns from that genre and then make predictions.

The genre is: _____

Common Patterns from the Genre:

○

○

○

○

○



Prediction:

Prediction:

Prediction:



Challenge: On the back of this page list other books you have read that match this genre. Then tell how the books are all alike.

“Correcting Predictions”

Name: _____ Date: _____

What To Do:

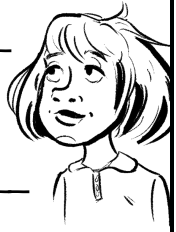
Readers are always correcting their predictions when they realize their first thoughts are not what is actually going to happen in the text. Share some of your original predictions from the book you are reading and how you corrected them.

Original Prediction:

Corrected Prediction:

Original Prediction:

Corrected Prediction:



Original Prediction:

Corrected Prediction:



Original Prediction:

Corrected Prediction:

Challenge: On the back of this page, explain why you changed each prediction. What was it that you read in the text that made you change your mind?

"Predicting Word Meanings"

Name: _____ Date: _____

What To Do:

Readers predict the meaning of tricky words in a text by using clues from other words, illustrations, and what they already know. Write down some tricky words from reading today. Then predict what each word means.

Tricky Words

Predicted Definitions

--	--

--

--	--

--

--	--

--

--	--

--

--	--

--

--	--

--

--	--

--

--	--

--



Challenge: Circle three of the the tricky words from above. On the back of this page describe what strategies you used to predict the meaning of each one.

“Thinking Stems Set One”

Name: _____ Date: _____

What To Do:

Readers think deeply about a text when they become aware of how they think and process information. Complete the thinking stems below by sharing your thinking from the text you are reading.

**When I think about this text
the first thing that comes to
mind is...**



**Something I am still
wondering about the text is...**

**Something that really
surprised me about the text
was...**

**Something I really liked about
the text was...**



Challenge: Cut out each thinking stem set. Fold them on the dotted line. Describe your thought process for each of your thoughts on the cover of each thinking stem.

"Thinking Stems Set Two"

Name: _____ Date: _____

What To Do:

Readers think deeply about a text when they become aware of how they think and process information. Complete the thinking stems below by sharing your thinking from the text you are reading.

One part of the text I really did not understand was...



Something interesting I noticed in the text was...

Something I am picturing is...

Something I am trying to figure out about the text is...



Challenge: Cut out each thinking stem set. Fold them on the dotted line. Describe your thought process for each of your thoughts on the cover of each thinking stem.

“What the Text Says and My Thinking”

Name: _____ Date: _____

What To Do:

Readers compare their thoughts with what the text says. Share some key points from the text. Then share your thinking about each key point.

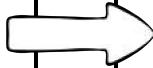
What the text says...



My Thinking:

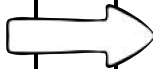


What the text says...



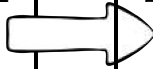
My Thinking:

What the text says...



My Thinking:

What the text says...



My Thinking:















Challenge: On the back of this page, compare how your thoughts and the key points from the text are alike and different. Share your comparisons with a partner or small group.

"Text Plus Thinking"

Name: _____ Date: _____

What To Do:

Readers combine information in the text plus their own thinking to create real reading. Share parts of the text. Then share your thinking. Look closely at both parts and describe what real reading looks like in each example.

What the Text Says	What I Think	Real Reading
<hr/> <hr/> 	<hr/> <hr/>	 <hr/> <hr/>
<hr/> <hr/> 	<hr/> <hr/>	 <hr/> <hr/>
<hr/> <hr/> 	<hr/> <hr/>	 <hr/> <hr/>
<hr/> <hr/> 	<hr/> <hr/>	 <hr/> <hr/>
 <hr/> <hr/> 	<hr/> <hr/>	 <hr/> <hr/> 



Challenge: On the back of this page, make a list of all the things readers do when they are reading for real!

“Thinking About My Thinking”

Name: _____ Date: _____

What To Do:

Readers think carefully about their own thinking so that they can learn even more from the texts they are reading. Share your first thoughts as you are reading your text today. Then go back and share some of your deeper thoughts about your thinking after reading.

<p>My First Thought...</p> <hr/> <hr/> <hr/> <p>A Deeper Thought...</p> <hr/> 	<p>My First Thought...</p> <hr/> <hr/> <hr/> <p>A Deeper Thought...</p> <hr/> <hr/> <hr/>	<p>My First Thought...</p> <hr/> <hr/> <hr/> <p>A Deeper Thought...</p> <hr/> <hr/> <hr/>
<p>My First Thought...</p> <hr/> <hr/> <hr/> <p>A Deeper Thought...</p> <hr/> <hr/> <hr/>	<p>My First Thought...</p> <hr/> <hr/> <hr/> <p>A Deeper Thought...</p> <hr/> <hr/> <hr/>	<p>My First Thought...</p> <hr/> <hr/> <hr/> <p>A Deeper Thought...</p> <hr/> 

Challenge: On the back of this page, make a list of all the reasons readers should take the time to think about their own thinking. Share your list with a partner or small group and add any new ideas.



“Real Thinking Versus Fake Thinking”

Name: _____ Date: _____

What To Do:

Readers can sometimes lose their focus during reading. They can read an entire page and not be thinking at all about what they read. Real reading is thinking! Make a list of all things readers do when they are reading for real. Make a list of all the things readers are doing, or not doing, when they are fake reading.

Real Reading:	Fake Reading:
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____



Challenge: Get together with a small group. Discuss your lists together. Add any new ideas onto the back of this page.

“My Thinking About Characters”

Name: _____ Date: _____

What To Do:


Readers think carefully about the characters in a story so that they can think deeply and gain new understandings. Choose a character from the story you are reading to complete each box below.

My First Impression... _____ _____ _____ _____	What Surprised Me... _____ _____ _____ _____	What I Loved... _____ _____ _____ _____
---	---	--



What I Did Not Like... _____ _____ _____ _____	How I am the Same... _____ _____ _____ _____	How I am Different... _____ _____ _____ _____
---	---	--

I'm Thinking... _____ _____ _____ _____	I Still Wonder... _____ _____ _____ _____	I Wish... _____ _____ _____ _____
--	--	--




Challenge: Cut out each box above. Staple them together to make a mini book of all your thinking for this character. Share your mini book with a partner or small group.

"My Thinking About Settings"


Name: _____ Date: _____

What To Do:

Readers think carefully about the settings in a story so that they can think deeply and gain new understandings. Think of the settings in the story you are reading. Share your thinking about the settings in the spaces below.

My First Impression... _____ _____ _____ _____ 	What Surprised Me... _____ _____ _____ _____	What I Loved... _____ _____ _____ _____
--	---	--

What I Did Not Like... _____ _____ _____ _____	My Similar Settings... _____ _____ _____ _____	My Different Settings... _____ _____ _____ _____
---	---	---

I'm Thinking... _____ _____ _____ _____	I Still Wonder... _____ _____ _____ _____	I Wish... _____ _____ _____ 
--	--	---

Challenge: Cut out each box above. Staple them together to make a mini book of all your thinking for the settings. Share your mini book with a partner or small group.

"My Thinking About Themes"

Name: _____ Date: _____

What To Do:

Readers think carefully about the themes in a story so that they can think deeply and gain new understandings. Think of the themes in the story you are reading. Share your thinking about the themes in the spaces below.

My First Impression...

What Surprised Me...

What I Loved...



What I Did Not Like...

How I am the Same...

How I am Different...

I'm Thinking...



I Still Wonder...

I Wish...


Challenge: Cut out each box above. Staple them together to make a mini book of all your thinking for the themes. Share your mini book with a partner or small group.

"My Thinking About Nonfiction"


Name: _____ Date: _____

What To Do:

Readers think carefully about the nonfiction elements in a text so that they can think deeply and gain new understandings. Think of the nonfiction features in the text you are reading. Share your thinking about the features in the spaces below.

<p>Facts I Learned...</p> <hr/> <hr/> <hr/> <hr/> 	<p>What Surprised Me...</p> <hr/> <hr/> <hr/> <hr/>	<p>What I Wish I Learned...</p> <hr/> <hr/> <hr/> <hr/>
---	--	--

<p>I Now Believe...</p> <hr/> <hr/> <hr/> <hr/>	<p>The Text Reminds Me...</p> <hr/> <hr/> <hr/> <hr/>	<p>This Text Compares To...</p> <hr/> <hr/> <hr/> <hr/>
--	--	--

<p>I'm Thinking...</p> <hr/> <hr/> <hr/> <hr/>	<p>I Still Wonder...</p> <hr/> <hr/> <hr/> <hr/>	<p>I Wish...</p> <hr/> <hr/> <hr/> <hr/> 
---	---	---

Challenge: Cut out each box above. Staple them together to make a mini book of all your thinking for the nonfiction features. Share your mini book with a partner or small group.

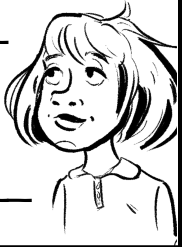
“My Thinking About Events”

Name: _____ Date: _____

What To Do:

Readers think carefully about the events in a story so that they can think deeply and gain new understandings. Think of the events in the story you are reading. Share your thinking about the events in the spaces below.

My Favorite Event... _____ _____ _____ _____	What Surprised Me... _____ _____ _____ _____	The Worst Event... _____ _____ _____ _____
---	---	---



Other Events Could Be... _____ _____ _____ _____	I Also Experienced... _____ _____ _____ _____	What Might Happen Next... _____ _____ _____ _____
---	--	--

I'm Thinking... _____ _____ _____ _____	I Still Wonder... _____ _____ _____ _____	I Wish... _____ _____ _____ _____
--	--	--



Challenge: Cut out each box above. Staple them together to make a mini book of all your thinking for the events. Share your mini book with a partner or small group.

“My Thinking About Problems and Solutions”

Name: _____ Date: _____

What To Do:

Readers think carefully about the problems and solutions in a story so that they can think deeply and gain new understandings. Think about the problems and solutions from the story you are reading. Share your thinking in each box below.

My First Impression...



What Surprised Me...

What I Loved...

What I Did Not Like...

My Opinion of the Problem...

My Opinion of the Solution...

I'm Thinking...

I Still Wonder...

I Wish...



Challenge: Cut out each box above. Staple them together to make a mini book of all your thinking for the problem and solution. Share your mini book with a partner or small group.

“Digging Deeper With Thinking”

Name: _____ Date: _____

What To Do:

Readers dig deeper in their thinking by taking their first, surface thoughts, and saying more about their thinking. Share some of your first thoughts from the text you are reading. Then dig deeper and say more about your own thinking.

My First Thought: _____

Digging Deeper: _____



My First Thought: _____

Digging Deeper: _____

My First Thought: _____

Digging Deeper: _____

My First Thought: _____

Digging Deeper: _____



Challenge: Cut out each of your thought cards. Share your thinking with others. Write even more new thinking on the back of each card after you have talked with a partner.

"My Wonderings"

Name: _____ Date: _____

What To Do:

Readers often wonder lots of things as they are reading a text. As you are reading today, make a list of things you are wondering.

My Wonderings:

O

O

O

O

O

O

O

O

O

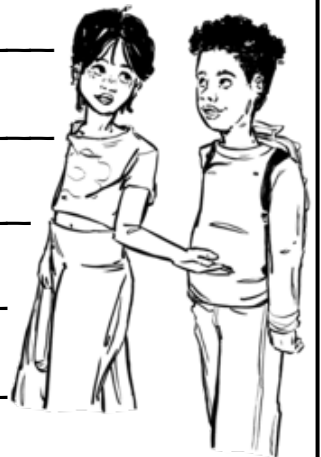
O

O

O

O

O





Challenge: Read over your list of wonderings. Circle 3 you want to say more about. Share your thinking on the back of this page,

"Thinking With an Imagination"

Name: _____ Date: _____

What To Do:

Good readers use their imaginations when they are thinking about what they are reading. They use what they read in the text and let their imaginations run wild. Share some parts of the text you read today. Then share your imagination for each part.

<p>Part From The Text...</p> <hr/> <hr/> <hr/> <p>My Imagination...</p> <hr/>  <hr/> <hr/> <hr/>	<p>Part From The Text...</p> <hr/> <hr/> <hr/> <p>My Imagination...</p> <hr/> <hr/> <hr/> <hr/>	<p>Part From The Text...</p> <hr/> <hr/> <hr/> <p>My Imagination...</p> <hr/> <hr/> <hr/> <hr/>
<p>Part From The Text...</p> <hr/> <hr/> <hr/> <p>My Imagination...</p> <hr/> <hr/> <hr/> <hr/>	<p>Part From The Text...</p> <hr/> <hr/> <hr/> <p>My Imagination...</p> <hr/> <hr/> <hr/> <hr/>	<p>Part From The Text...</p> <hr/> <hr/> <hr/> <p>My Imagination...</p> <hr/>  <hr/> <hr/> <hr/>

Challenge: Get together with a partner or small group. Share the parts of the text. Listen to what others' imagine. Write their imaginations on the back of this page.

“Thinking About Others’ Thinking”

Name: _____ Date: _____

What To Do:

It is important for readers to not only consider their own thinking, but the thinking of other readers. Share your thoughts about the text below. Then imagine some different ways other readers might think.

My Thinking:	What Others Might Think:
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____



Challenge: Get together with a partner or small group. Talk about your thinking. Ask others to share their thinking. See if their ideas match what you imagined. Write their thinking on the back of this page.

“Getting Into the Minds of the Characters”

Name: _____ Date: _____

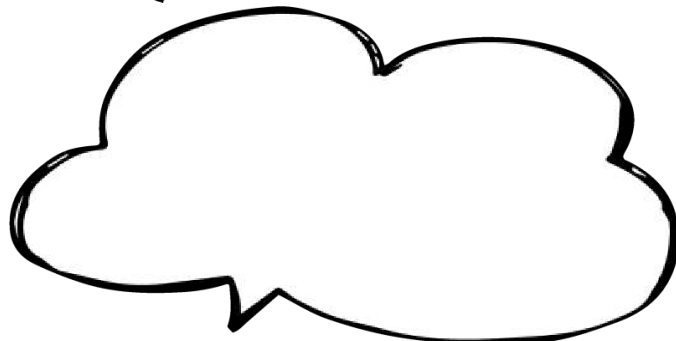
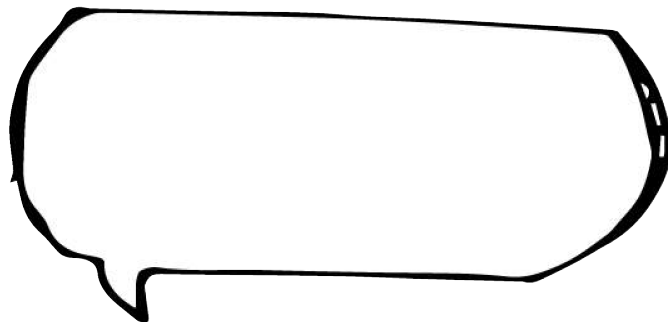
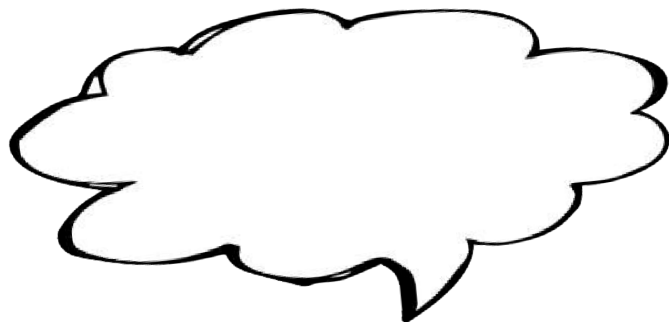
What To Do:

Readers try to get into the minds of characters so they can infer what the characters are thinking. Describe some situations characters face in the text. Then share what you imagine the character is thinking in each situation.

Text Situations:



Character's Thinking:



Challenge: On the back of this page, explain your reasons for describing what each character thinks in the text. Share your explanations with a partner or small group.

“Getting Into the Mind of the Author”

Name: _____ Date: _____

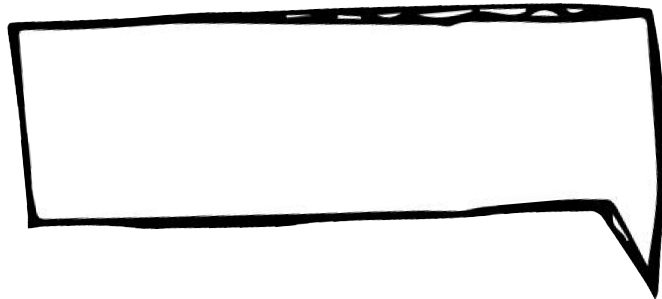
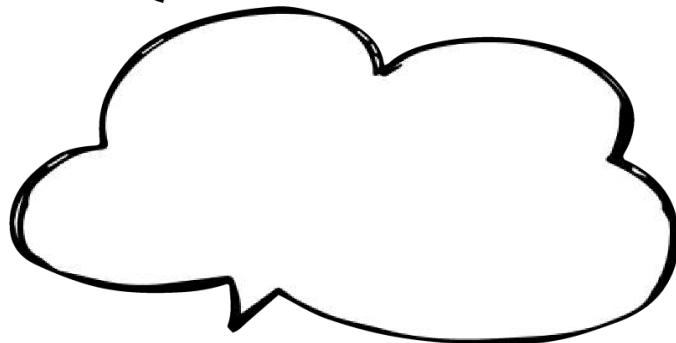
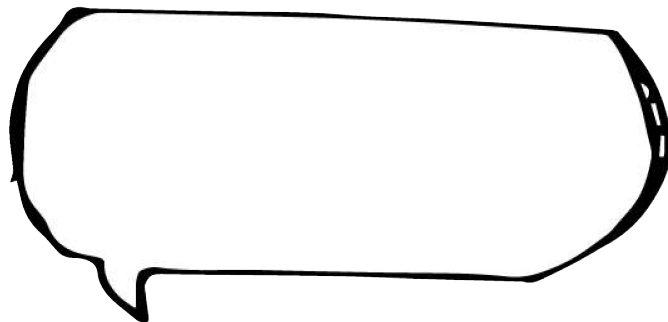
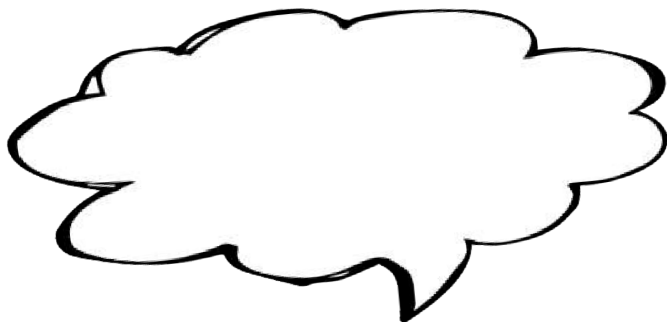
What To Do:

Readers try to get into the mind of the author so they can think about why the author chose certain words and events. Describe some descriptive language or events from the text. Then share what you imagine the author was thinking when choosing to include each part.

Events & Language:



Author's Thinking:



Challenge: On the back of this page, explain your reasons for describing why the author included each event or descriptive language. Share your explanations with a partner or small group.

“Thinking and Visualizing”

Name: _____ Date: _____

What To Do:

One way readers think about the text is to make pictures in their minds of what they are thinking as they read the text. Share some places in the text where you stopped and visualized to help you think. Draw what you pictured in each of the spaces below.

Text Part: _____

What I Picture:



Text Part: _____

What I Picture:

Text Part: _____

What I Picture:

Text Part: _____

What I Picture:



Challenge: On the back of this page, describe your thinking behind each of the pictures you created in your mind. Share your pictures and your thinking with a partner or small group.

“Reflecting on My Thinking”

Name: _____ Date: _____

What To Do:

Readers reflect on their thinking after reading so that they can think more deeply about the text. Answer the following questions about your own thinking after reading today.

On a scale of 1-10 (10 being the best) how well did you think about the text during reading today?

(circle one) 1 2 3 4 5 6 7 8 9 10

Explain your rating:

Describe some of the things you were thinking during reading today:

Do you think that thinking carefully about the text during reading helps you better understand it? Explain:

Describe some parts of the text that you went back to reread. Why did you go back and reread those parts?

What things were you reminded of as you were reading and thinking today?

What connections did you make as you were thinking about reading today?



Challenge: Get together with a partner or small group. Share your reflections on your own thinking. On the back of this page, make a list of all the reasons it is important for readers to reflect on their own thinking.

“Questioning Character Choices”

Name: _____ Date: _____

What To Do:

Readers often question the choices characters make in texts so that they can better understand the reasons why characters do what they do. Write down some questions you have about character choices from the text you are reading. Then try to answer your own questions.

Character: _____
Question: _____



My Best Answer: _____

Character: _____
Question: _____



My Best Answer: _____

Character: _____
Question: _____



My Best Answer: _____



Challenge: On the back of this page, make a list of all the reasons why you think each character made the choices he/she did in the text.

“Questioning Character Traits”

Name: _____ Date: _____

What To Do:

Readers often question the traits of the main characters in texts so that they can better understand the reasons why characters do what they do. Write down some questions you have about the traits of characters from the text you are reading. Then try to answer your own questions.

Character: _____
Question: _____



My Best Answer: _____



Character: _____
Question: _____



My Best Answer: _____

Character: _____
Question: _____



My Best Answer: _____

Challenge: On the back of this page, describe how the character traits of each character made a difference in the choices they made in the text.

“Questioning Dialogue”

Name: _____ Date: _____

What To Do:

Readers sometimes question the use of dialogue in a text. They often wonder why characters chose to say what they do. Complete each of the questions below by filling in the blanks with what a character said. Then try to answer your own questions.

Why did _____

Say:

My Answer: _____



Why did _____

Say:

My Answer: _____

Why did _____

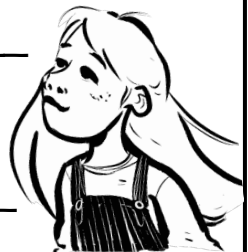
Say:

My Answer: _____

Why did _____

Say:

My Answer: _____



Challenge: Get together with a partner. Read your questions and see what your partner says for answers. Write any different answers on the back of this page.

“Questioning Text Problems”

Name: _____ Date: _____

What To Do:

Readers ask questions about the problems in a text so they can keep thinking about how they might be solved. Create a question for each of the problems in the text. Then share some answers to your questions.

Question About a Problem:

My Answer:



Question About a Problem:

My Answer:

Question About a Problem:

My Answer:

Question About a Problem:



My Answer:

Challenge: On the back of this page, tell how each of the problems were actually solved. Explain how asking questions about the problems helps you as a reader.

“Questions Before Reading”

Name: _____ Date: _____

What To Do:

Readers study the words and illustrations on the front cover, back cover, and first few pages before reading. They ask themselves questions about the text. Ask yourself questions before reading your text today. Then try to answer your own questions by making predictions.

My Questions:



My Best Answers:



Challenge: Share your questions and answers with a partner or small group. Write down any new thinking you have on the back of this page.

"Questions During Reading"

Name: _____ Date: _____

What To Do:

Readers study the words and illustrations as they are reading so they can ask and answer their own questions about the text. Ask yourself questions during reading your text today. Then try to answer your own questions by making predictions.

My Questions:

My Best Answers:





Challenge: Share your questions and answers with a partner or small group. Write down any new thinking you have on the back of this page.

“Questions After Reading”

Name: _____ Date: _____

What To Do:

Readers study the words and illustrations from the text after reading so they can ask and answer their own questions about the text. Ask yourself questions after reading your text today. Then try to answer your own questions.

My Questions:



My Best Answers:



Challenge: Share your questions and answers with a partner or small group. Write down any new thinking you have on the back of this page.

“Questioning Text Facts”

Name: _____ Date: _____

What To Do:

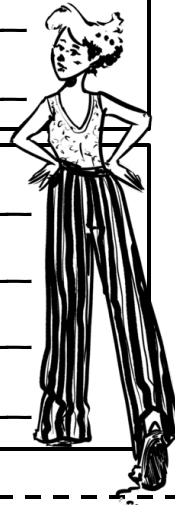
Readers sometimes have questions about the facts presented in a text. Describe four facts from the text. Write questions for each fact. Then try to answer your own questions.

FACTS

QUESTIONS:

ANSWERS:

1 _____ _____ _____	_____ _____ _____	_____ _____ _____
2 _____ _____ _____	_____ _____ _____	_____ _____ _____
3 _____ _____ _____	_____ _____ _____	_____ _____ _____
4 _____ _____ _____	_____ _____ _____	_____ _____ _____



Challenge: Share your questions about the facts with a partner or small group. Write down answers to your questions from your partner on the back of this page.

"Asking and Answering Questions"


Name: _____ Date: _____


What To Do:

Readers are always asking themselves questions throughout reading. They remember their own questions and try to find answers for them as they continue reading. Write down some questions you had from reading today. Then try to answer your own questions.

Questions:

Answers:



 _____

Challenge: Think about the reasons why you had the questions you did from reading today. Make a list of all the reasons you think your mind was asking itself these questions.

“Questioning the Author’s Purpose”

Name: _____ Date: _____

What To Do:

Readers ask questions about the author’s purpose so that they can gain a deeper understanding of why the author wrote the book. Answer the questions about the author’s purpose below. Then share your deeper thinking about the author’s purpose.

What is the author’s main purpose for writing this text?

What are some clues from the text that tell me the author’s purpose?

What are some reasons the author might have for choosing to write this text?

Do you agree with the author’s purpose? Why or why not?

My Deeper Thinking:



Challenge: Share your answers and your deep thinking about the author’s purpose with a partner. Add any new ideas you discuss to the back of this page.

“Questioning Text Events”

Name: _____ Date: _____

What To Do:

Readers ask questions about the text events so that they can gain a deeper understanding of what is happening in the text. Answer the questions about the text events below. Then share your deeper thinking about what happened in the text.

What are the main events from the text?

Which text event stands out to you the most? Why?

What other events could have also been included in the text?

Did the events in the text keep you entertained? Why or why not?

My Deeper Thinking:



Challenge: Share your answers and your deep thinking about the text events with a partner or small group. Add any new ideas you discuss to the back of this page.

“Questioning Tricky Vocabulary”

Name: _____ Date: _____

What To Do:

Readers ask questions about tricky vocabulary so that they can gain a deeper understanding of what each word means. Answer the questions about tricky vocabulary words below. Then share your deeper thinking about how these words helped add meaning to the text.

What are some ways to solve tricky vocabulary?

How does tricky vocabulary help add meaning to the text?

What might happen if you skip all the tricky words without understanding?

Why should you take the time to try and solve tricky vocabulary?

My Deeper Thinking:



Challenge:

Make a list of all the tricky vocabulary words from the text on the back of this page. Then tell what each word means.

“Questioning Reasons for Reading the Text”

Name: _____ Date: _____

What To Do:

Readers question their reasons for reading a specific text. They wonder what is it about the text that grabbed their interest and kept them reading. Make a list of reasons you have for reading the text you are currently reading. Then list reasons you might abandon a text.

Reasons to Read a Text:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Reasons to Abandon a Text:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Challenge: Compare your lists with a partner. Add any new ideas from sharing to the back of this page.

“Questions for Literature Groups”

Name: _____ Date: _____

What To Do:

Readers often get together with other readers to talk about the texts. Use these general questions to start a conversation in a literature group!

What was your favorite part of the text? Why?	What are some questions you still have about the text after reading?	What are some tricky vocabulary words from the text?
What happened to the characters in the text? What do you think about what happened?	Which character do you think you are most like? Why?	If you were a character in the text how would you have acted? What would you have said? Why?
What did you learn from reading this text?	What connections did you make between the text and your own life?	What parts of the text surprised you? Why do you think you were surprised?
What do you think of the writer's style? Why do you feel that way?	Are you glad you read this text? Why or why not?	Would you recommend this text to others? Why or why not?

Challenge: Cut out these questions to ask in your literature group. Before the group starts, write your own answers on the back of each card.

“Questioning Character Motives”

Name: _____ Date: _____

What To Do:

The things characters say and do in a text are often based on what their motives are. Describe some things the main character says and does in the text. Then question the character's motives by answering the questions below.

What the Character Said or Did: _____ _____ _____	Why do you think the character said or did that?	_____ _____ _____
What the Character Said or Did: _____ _____ _____	Why do you think the character said or did that?	_____ _____ _____
What the Character Said or Did: _____ _____ _____	Why do you think the character said or did that?	_____ _____ _____
What the Character Said or Did: _____ _____ _____	Why do you think the character said or did that?	_____ _____ _____



Challenge: On the back of this page, make a list of all the reasons why you think each character made the choices he/she did in the text.

“Questioning Alternative Events”

Name: _____ Date: _____

What To Do:

Readers think about other events that could have been included in the text. Describe some events from the text. Then answer the questions about other events that could have happened in the space provided.

<p>Text Event: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What else could have happened in the text?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Text Event: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What else could have happened in the text?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Text Event: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What else could have happened in the text?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Text Event: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What else could have happened in the text?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



Challenge: On the back of this page, make a list of all the reasons why you think the author included these events in the text.

“Questioning Alternative Endings”

Name: _____ Date: _____

What To Do:

Readers think about other endings that could have been the conclusion to the text. Describe the ending of the text in detail. Then think of three other alternative endings that could have happened.

Text Ending

Alternative Ending Idea #1

Alternative Ending Idea #2

Alternative Ending Idea #3



Challenge: On the back of this page, describe which ending you like the best. Be sure to support your opinions with reasons.

“Within the Text Questioning”

Name: _____ Date: _____

What To Do:

Readers often ask themselves questions where the answers can be found by looking within the text. Answer the following questions by looking within the text you are reading today.

What are the main problems from the text? How are the problems solved?

What was the main idea of the text? How do you know?

What happened at the beginning of the text?

What were the big events in the middle of the text?

What happened at the end of the text?



Challenge: Cut out each question and answer set. Fold them on the dotted line. Share your thinking about each question and answer on the cover of each set.

"Beyond the Text Questioning"

Name: _____ Date: _____

What To Do:

Readers often ask themselves questions where the answers can be found by combining what they know with the text information. Answer the beyond the text questions below.

What are some predictions you made about the text as you were reading?

What connections can you make with the main characters?

What connections can you make to the events from the text?

What are some new things you learned from reading the text?

Think about what you know and what you read. What can you infer about the main characters?



Challenge: Cut out each question and answer set. Fold them on the dotted line. Share your thinking about each question and answer on the cover of each set.

“About the Text Questioning”

Name: _____ Date: _____

What To Do:

Readers often ask themselves questions where the answers can be found by thinking very deeply about the text and what they already know. Answer the about the text questions below.

Why do you think the main characters made the choices they did in the text?

What other events could have been included in the text?

What is your overall opinion of the text? Explain your thinking with evidence from the text.

What was the main theme and mood of the text? How do you know?

What type of reader would you recommend this text to? Give your reasons why.



Challenge: Cut out each question and answer set. Fold them on the dotted line. Share your thinking about each question and answer on the cover of each set.

“Beginning, Middle, End”

Name: _____ Date: _____

What To Do:

A summary is a short description of only the most important parts of a text. Readers write summaries to retell the main ideas. Write a summary for the beginning, middle, and end of the text you are currently reading.



Beginning

Middle

End



Challenge: Make a three-column chart on the back of the page and title each section beginning, middle, and end. Write your opinions and questions about the summary for each part of the text.

“Somebody, Wanted, But, So, Then”


Name: _____ Date: _____

What To Do:

Readers can include key words in a summary to help them stay focused and only write about the most important parts of the text. Use the key words below to help write a summary for the book you are reading.

Somebody... _____


Wanted... _____



But... _____

So... _____

Then... _____



Challenge: On the back of the page, rewrite the summary into one paragraph with complete sentences. Share your summary with a partner.

“Summarize Character Actions”

Name: _____ Date: _____

What To Do: Readers summarize how characters act in a story so they can retell what characters do, notice how they change, compare characters, and form opinions. Summarize the actions of a main character from a book you are reading. Then share your thinking about the character below.

Summary of Character's Actions



How the Character Changed:

How I Compare to the Character:

My Opinion of the Character:



Challenge: Circle the most important sentence from your summary. On the back of this page tell why that sentence is the most important part of the summary.

“Summarize Character Traits”

Name: _____ Date: _____

What To Do:

Readers summarize the traits of characters in a story so they can retell a character’s personality, compare characters, and form opinions. Summarize the traits of a main character from a book you are reading by using details from the text. Then share your thinking about the character below.

Summary of Character’s Traits



The Character’s Personality:

How I Compare to the Character:

My Opinion of the Character:



Challenge: Circle the most important sentence from your summary. On the back of this page tell why that sentence is the most important part of the summary.

“Summarize Settings”

Name: _____ Date: _____

What To Do:

Readers summarize the different settings in a text so they can retell the main parts of each setting. Summarize up to three different settings from the text you are reading. Circle your favorite setting and tell why it's your favorite in the space provided.

Setting One



Setting Two

Setting Three

My Favorite Setting



Challenge: Illustrate your favorite setting on the back of this page. Then make a list of key words you might include in a summary of that setting. Choose only the most important words.

“Summarize Problems and Solutions”

Name: _____ Date: _____

What To Do:

Readers summarize the problems and solutions in a text so they can retell the main events leading up to the problem and the solution. List the main events leading to the problem and the solution. Then write a summary in paragraph form. Don't forget complete sentences!

Events Leading to the Problem

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Events Leading to the Solution

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Problem and Solution Summary



Challenge: Describe your opinions of the main events leading to both the problem and solution on the back of this page. Share your opinions with a partner or small group.

“Summarize Nonfiction”

Name: _____ Date: _____

What To Do:

Readers summarize nonfiction texts so they can retell the main events, facts, and themes from the text. List the most important main events, facts, and themes. Then write a summary of the text in paragraph form. Don't forget complete sentences!

Main Events

Important Facts

Major Themes



Nonfiction Summary



Challenge: Make a list of all the smaller details from the text that do not need to be included in the summary but add to the nonfiction passage. Use the back of this page.

“Summarize Relating Ideas”

Name: _____ Date: _____

What To Do:

Readers summarize important ideas from a text then tell how the ideas relate to one another. Write a short summary of the two most important ideas from a text you are reading. Then compare how the ideas are alike and different.

Main Idea Summary One _____



Main Idea Summary Two _____

How They are Alike:



How They are Different:

Challenge: Use the summarized ideas from the text to compare them to another similar text you have read. How are the ideas alike and different? Share your comparisons on the back of this page.

“Summarize Theme”

Name: _____ Date: _____

What To Do:

Readers identify the theme, then find the most important parts of the text that support the theme so they can write a summary. Identify the theme from a text you are reading. Then list all the most important parts that support the theme. Use those parts to write a summary of the theme.

Text Theme: _____

Most Important Parts:

○

○

○

○

○



Summary



Challenge: Cut out the ‘Most Important Parts’ section. Pass the sheet to a partner. Have them write a summary of the theme based on your list. Then compare how your summaries are alike and different.

“Summarize Your Opinions”

Name: _____ Date: _____

What To Do:

Readers summarize their opinions of a text so they can retell what they think of a text. Summarize your opinions from the beginning, middle, and end of a text you have finished reading. Be sure to include evidence from the text to support all your opinions.

In the Beginning I Thought... _____

Because... _____



In the Middle I Thought... _____

Because... _____

In the End I Thought... _____

Because... _____



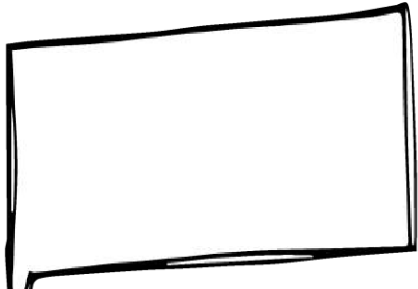
Challenge: Get together with a partner and share all your opinion summaries. On the back of the page, tell if your partner agreed or disagreed with each of your opinions. Be sure to write their opinions too.

"Paraphrasing"

Name: _____ Date: _____

What To Do:

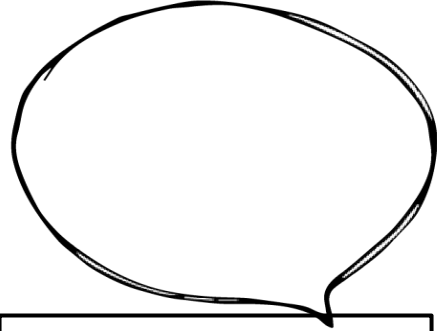
Paraphrasing is when someone uses their own words to retell what someone says. They don't copy word for word, but they put the speaker's thoughts into their own words. Copy some things characters say in the story you are reading. Then retell each one by paraphrasing.



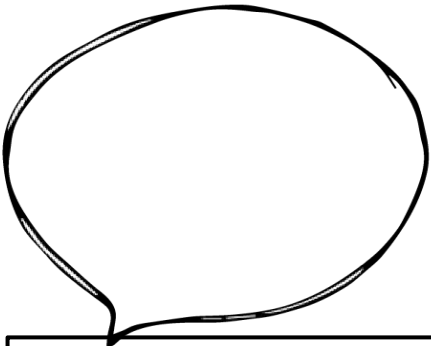
Paraphrase:



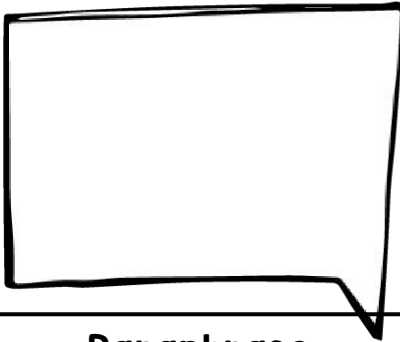
Paraphrase:



Paraphrase:



Paraphrase:



Paraphrase:



Paraphrase:



Challenge: Find a partner. Reread each of the quotes from characters and ask your partner to paraphrase. Don't tell your partner what you said. Write your partner's answers on the back of the page.

“Quoting”

Name: _____ Date: _____

What To Do:

A quote is a direct repeat of what was said in a text. Readers quote important parts of a text in their summary so that they can retell with evidence straight from the text. Chose three important parts from the text to quote. Then write a text summary including all three quotes.

Quote



Quote

Quote

Summary



Challenge: Circle the most important quote from your summary. On the back of this page, tell why it was the most important.

“Summarize Key Words”

Name: _____ Date: _____

What To Do:

Readers use key words in their summary so that they can retell the most important parts. Write a summary for the text you are reading. Then circle 8 key words. Rewrite them in order of most important (1 being most important) on the bottom of the page.

Summary



Key Words:

1	2	3	4
5	6	7	8

Challenge: On the back of this page, explain why you ranked each key word in the order of importance that you did. Be sure to share why you think each word is important to the meaning in the text.

"Summarize Moral Lessons"

Name: _____ Date: _____

What To Do:

Readers include moral lessons learned from reading in their summary so that they can retell what the text taught them about living their own lives. Write a summary for the text you are reading. Then circle all the moral lessons. Rewrite them in order of most important below.

Summary



Moral Lessons:

1

2

3

4

Challenge: On the back of this page, explain why you ranked each moral lesson in the order of importance that you did. Be sure to share why you think each lesson is important in your own life.

“Summarize Personal Connections”

Name: _____ Date: _____

What To Do:

Readers find personal connections in summaries they write so that they can understand how the text compares to their own lives. Write a summary of a text you have read. Circle all the parts of the summary that you can make personal connections with. Describe three of those connections.

Summary



Personal Connections:

1

2

3

Challenge: On the back of this page, tell which part of the text you felt the strongest connection. Give all your reasons for feeling such a strong connection.

"Summarize Text Connections"

Name: _____ Date: _____

What To Do:

Readers find connections to other texts in summaries they write so that they can understand how the text compares other texts they have read. Write a summary of the text you're reading. Circle all the parts that remind you of other text you've read. Describe three of those connections.

Summary



Text Connections:

1

2

3

Challenge: On the back of this page, tell which text you have read that has the most similarities to the current text. Explain why the texts are so similar.

"Summarize the Author's Purpose"

Name: _____ Date: _____

What To Do:

Authors have many reasons for writing texts. Sometimes they tell readers their reasons; other times the reasons can be implied. Write a different purpose in each poster that the author had for writing the text you are currently reading. Then write a text summary.

Summary



Challenge: Circle the author's purpose you think is the most important. On the back of this page, tell why you think that is the most important author's purpose.

“Summary Thinking Map One”

Name: _____ Date: _____

What To Do:

Readers use a thinking map to prepare for writing a summary so that they only retell the most important parts. Complete the summary thinking map by listing main ideas and events in the order they happened. Use the book you are reading or the book you just finished.

1
2
3
4
5
6
7
8
9
10



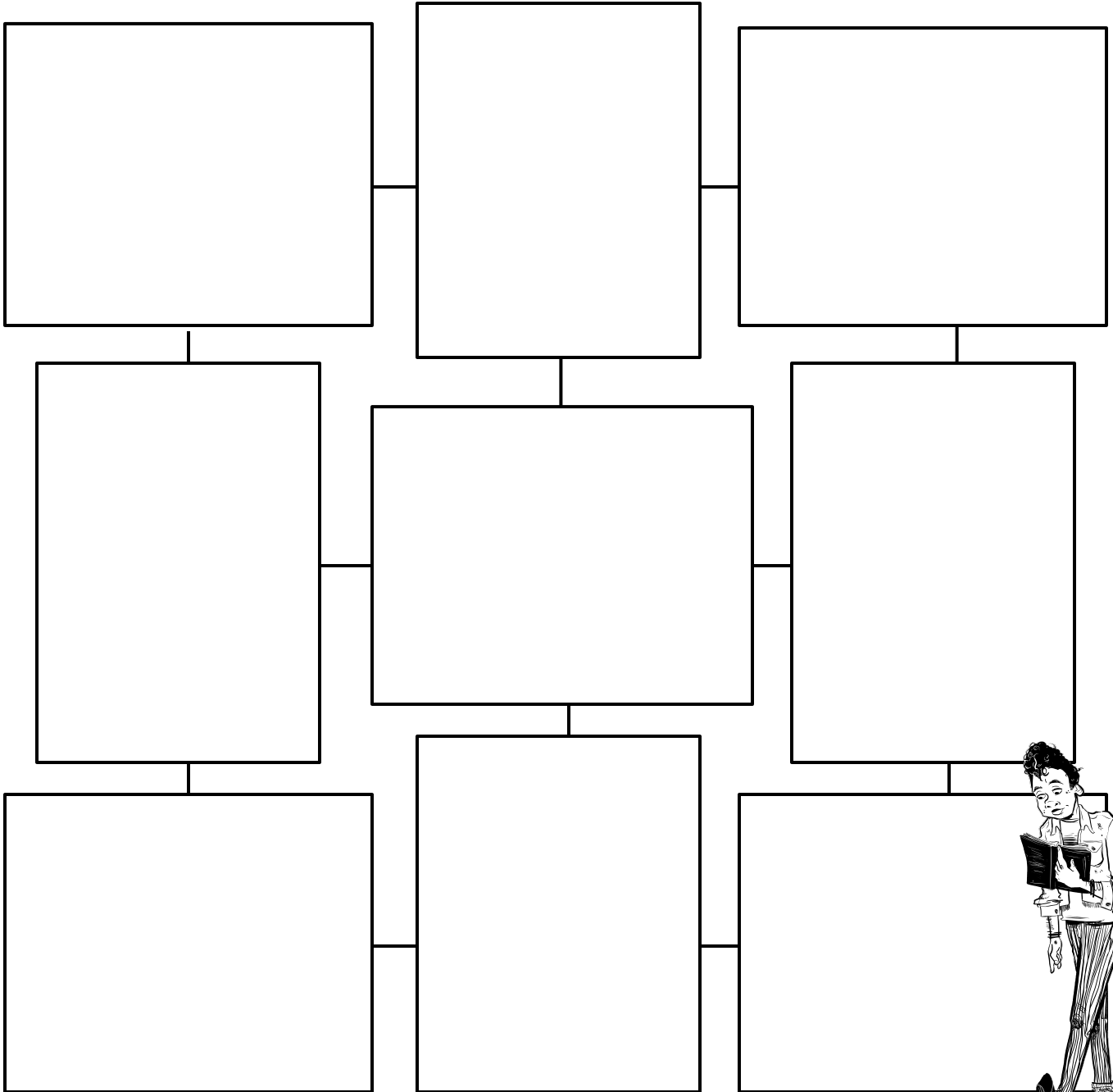
Challenge: Circle only the most important parts of the summary thinking map. On the back of this page write a summary using the parts you circled. Don't forget to use complete sentences!

“Summary Thinking Map Two”

Name: _____ Date: _____

What To Do:

Readers use a thinking map to prepare for writing a summary so that they only retell the most important parts. Complete the summary thinking map by listing main ideas and events in the order they happened. Use the book you are reading or the book you just finished.



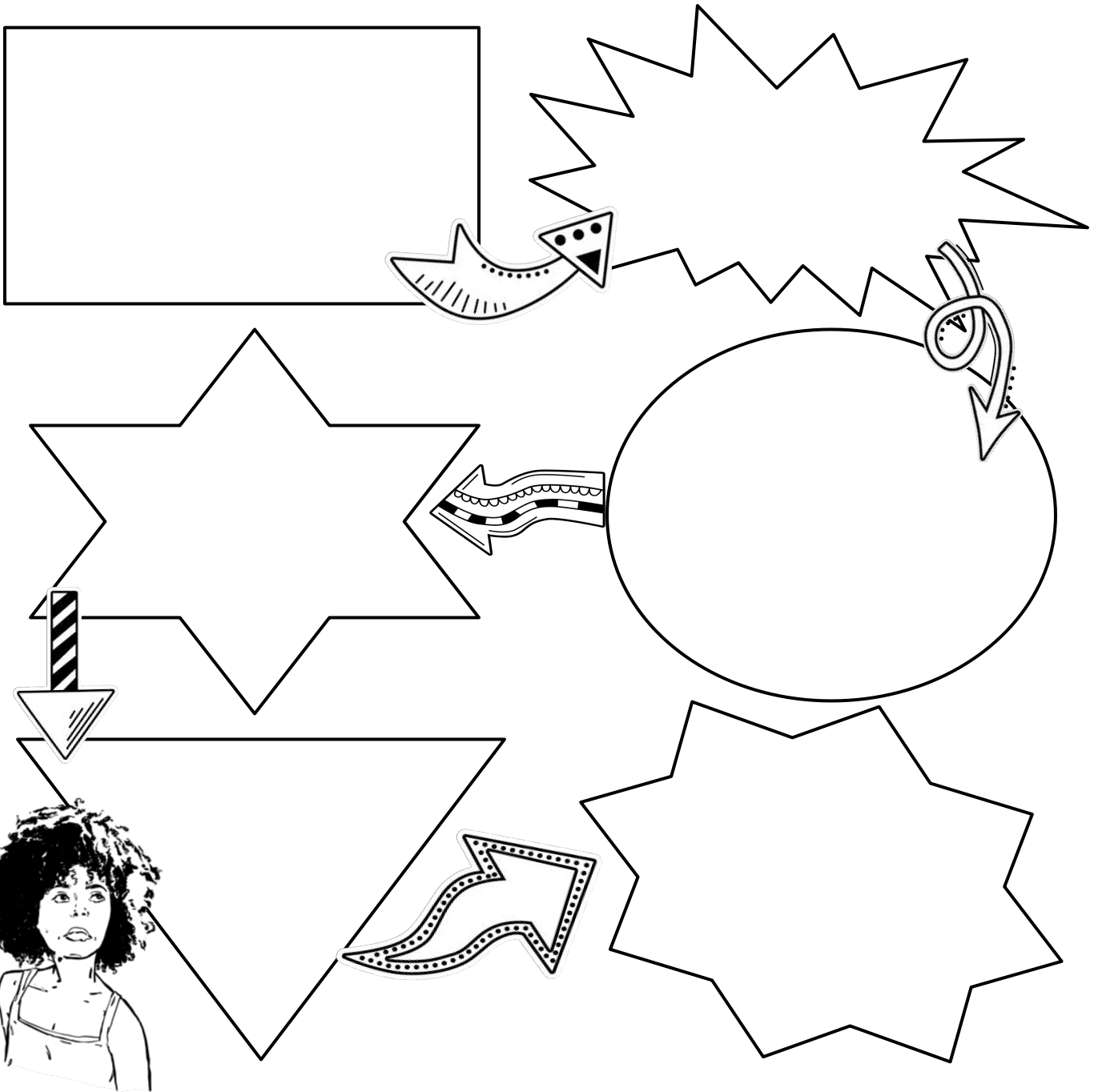
Challenge: Circle only the most important parts of the summary thinking map. On the back of this page write a summary using the parts you circled. Don't forget to use complete sentences!

“Summary Thinking Map Three”

Name: _____ Date: _____

What To Do:

Readers use a thinking map to prepare for writing a summary so that they only retell the most important parts. Complete the summary thinking map by listing main ideas and events in the order they happened. Use the book you are reading or the book you just finished.



Challenge: Circle only the most important parts of the summary thinking map. On the back of this page write a summary using the parts you circled. Don't forget to use complete sentences!

"Determining Importance"

Name: _____ Date: _____

What To Do:

Readers have to process a ton of information when they are reading. Part of that processing is determining which parts of the text are the most or least important. Describe parts of the text, then rate each one by circling a number between 1-10 (10 being the most important).

Detail: _____

1 2 3 4 5 6 7 8 9 10

Detail: _____

1 2 3 4 5 6 7 8 9 10

Detail: _____

1 2 3 4 5 6 7 8 9 10

Detail: _____

1 2 3 4 5 6 7 8 9 10

Detail: _____

1 2 3 4 5 6 7 8 9 10

Detail: _____

1 2 3 4 5 6 7 8 9 10

Detail: _____

1 2 3 4 5 6 7 8 9 10



Challenge: Cut out each of the cards. On the back of each card write one or two sentences explaining why you ranked each detail like you did. Share your thinking with a partner.

“Making Connections”

Name: _____ Date: _____

What To Do:

Readers make connections to all kinds of things when thinking carefully about a text before, during, and after reading. Share some of your connections to the text before, during, and after reading in the spaces below.

Before Reading: _____



During Reading: _____

After Reading: _____



Challenge: On the back of this page, create a list of all the different types of connections you made. Compare your list with a partner or small group.

“Using Background Knowledge”

Name: _____ Date: _____

What To Do:

Readers think about what they already know and their own experiences to help them understand what is happening in a text. They also use their background knowledge to form opinions. Describe 3 events from the text. Then share your background and opinions for each.

Event: _____

Background:



Opinion:

Event: _____

Background:

Opinion:

Event: _____

Background:

Opinion:



Challenge: Get together with a partner. Share the events from the story and your background. See if your partner can then guess your opinions of each event.

“Asking and Answering Questions”


Name: _____ Date: _____

What To Do:

Readers ask themselves questions before, during, and after reading. They look for ways to answer their own questions. Write down some questions you had before, during, and after reading. Then give your best answers for each question.

Questions Before Reading:


Answers Before Reading:



Questions Before Reading:

Answers Before Reading:

Questions Before Reading:



Answers Before Reading:

Challenge: Get together with a partner. Share your questions and see if your partner can guess your answers. Write the answers your partner says on the back of this page.

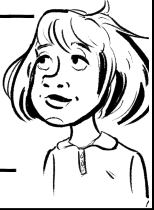
"Making Inferences"

Name: _____ Date: _____

What To Do:


Taking what we already know and what the text tells you to form a new thought is called making an inference. Readers infer all the time as they are reading. Practice inferring by completing the organizer below.

What I Already Know:	My Inference:	What I Learned from Reading:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



What I Already Know:	My Inference:	What I Learned from Reading:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What I Already Know:	My Inference:	What I Learned from Reading:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Challenge: Make a list on the back of this page of all the reasons it is important for readers to make inferences during reading. Share your list with a partner or small group.

"Drawing Conclusions"

Name: _____ Date: _____

What To Do:

When readers draw conclusions they take what they learned from a text; what they know about the world around them, and their own personal experiences to form judgments about the text. Complete each of the sections below to form two different conclusions about the text.

Learned from Text:



Learned from World:

Life Experiences:

Conclusion: _____

Learned from Text:

Learned from World:

Life Experiences:



Conclusion: _____

Challenge: Share your conclusions with a partner. Together, brainstorm all the reasons why forming conclusions is important for readers. Write your list on the back of this page.

"Analyzing"

Name: _____ Date: _____

What To Do:

When readers analyze, they think very deeply about the text. They don't just talk about their first thoughts, but they dig deeper in their thinking to go beyond the surface. Share how you analyzed the text for each of the categories below.

Main Idea: _____

Key Details: _____

Main Problem: _____

Main Solution: _____

Characters:



Conclusion:

Challenge: Share your work with a partner. On the back of this page, make a box for each category and dig even deeper with your thinking. Write your thinking in each box.

“Critiquing”

Name: _____ Date: _____

What To Do:

When readers critique a text they think carefully about forming opinions as to which parts of the text were good and which were bad. In other words, critiquing is combining your deep thinking with your opinions. Critique each of the categories below from the text you are currently reading.

Main Idea: _____

Key Details: _____

Main Problem: _____

Main Solution: _____



Characters:



Conclusion:

Challenge: Share your work with a partner. On the back of this page, make a box for each category and dig even deeper with your critiquing. Write your critiques in each box.

“Integrate New Information with Old”

Name: _____ Date: _____

What To Do:

Readers are often forced to combine their old information with new things they learn in the text. Sometimes they have to adjust their thinking so that the new information makes sense with the old. Describe how you combined old information with new information to integrate your thinking.

Old Thinking:





New Thinking:

Old Thinking:



New Thinking:

Old Thinking:



New Thinking:

Old Thinking:



New Thinking:



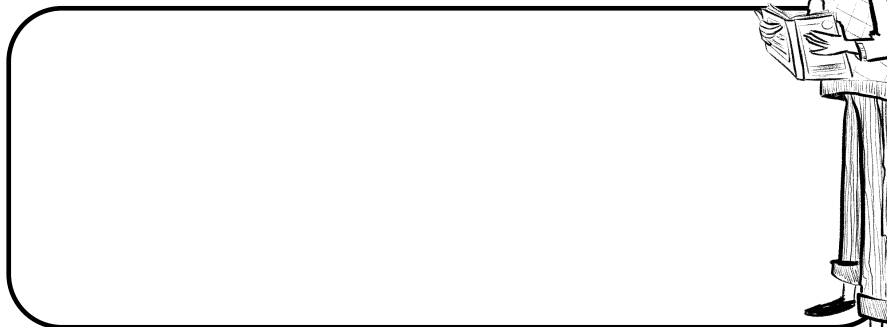

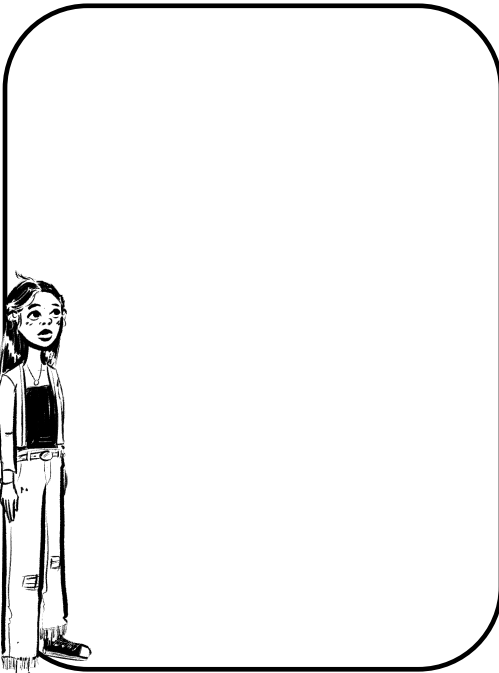
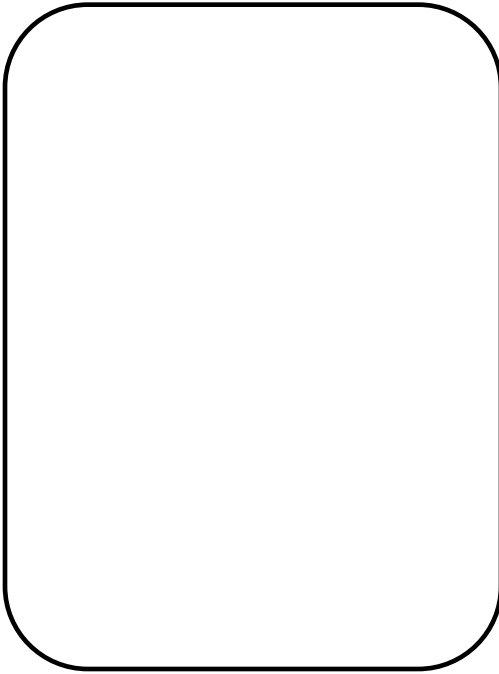
Challenge: On the back of this page, tell how you had to adjust your old thinking so that it made sense with the new things you learned from the text.

“Forming Mental Images”

Name: _____ Date: _____

What To Do:

Readers form pictures in their minds as they read so that they can use those images to help them better understand the text. Draw some images you picture in your mind as you are reading today.



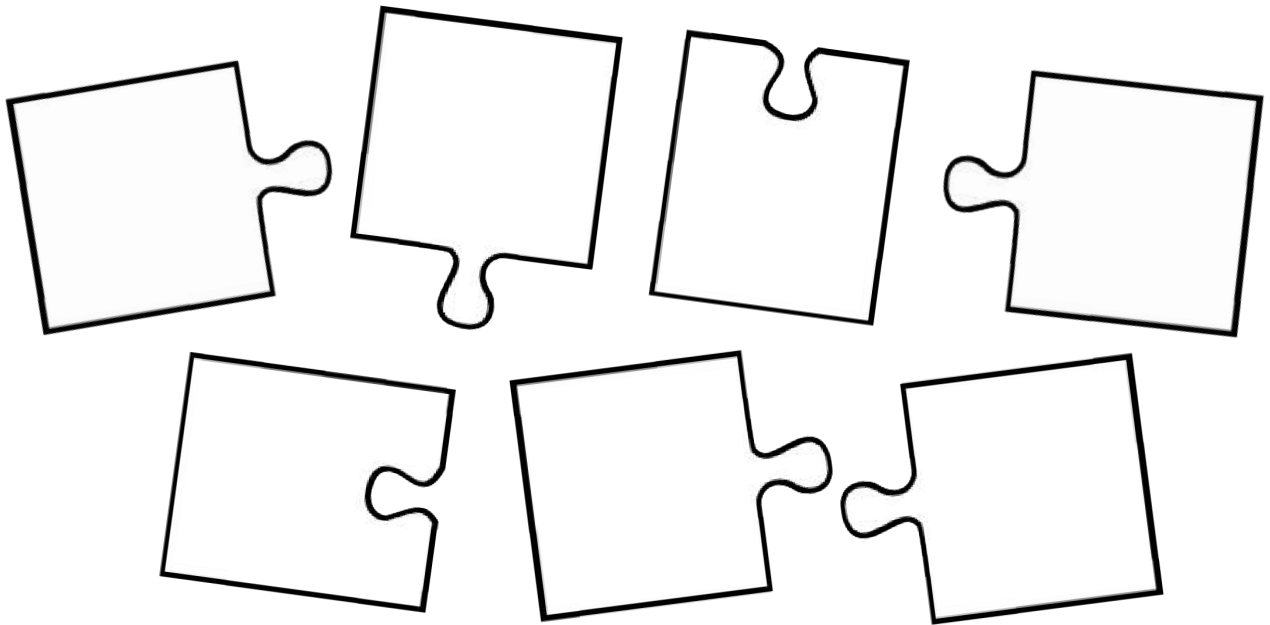
Challenge: Describe each image on the back of this page. Tell why you pictured each image and how they helped you understand the text.

“Putting it all Together”


Name: _____ Date: _____

What To Do:

Readers often have a moment in their minds where all the pieces in a text get put together and the text makes complete sense. Describe different parts of the text in each puzzle piece. Then put all the pieces together and explain in your own words how the text makes sense.



Putting It All Together:

A large rectangular box contains seven horizontal lines for writing. On the left side of the box is a line drawing of a young boy in a collared shirt and pants. On the right side is a line drawing of a young girl wearing a hijab and carrying a stack of books.

Challenge: Cut out all the puzzle pieces. Take three pieces away and give the rest to a partner. See if your partner can understand the big picture with three pieces missing.

“Changing My Thinking”

Name: _____ Date: _____

What To Do:

Readers sometimes change what they are thinking from the beginning, middle, and end of a text. Share how your thinking changed as you were reading today.

Beginning: _____



Middle: _____

End: _____



Challenge: Share how your thinking changed with a partner or small group. Be sure to discuss why your thinking changed as you were reading.

“Big New Ideas”

Name: _____ Date: _____

What To Do:

Sometimes reading can cause our minds to have big new ideas! If we don't write those ideas down we may never remember them. Write down all the big new ideas you had during reading today.

Big Idea #1: _____

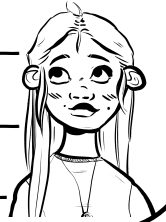
Big Idea #2: _____

Big Idea #3: _____

Big Idea #4: _____



Big Idea #5:



Big Idea #6:

Challenge: Cut out your big ideas. Glue them to a piece of construction paper and decorate the border. Share your big ideas with a small group or the whole class!

“How My Thinking Changes”

Name: _____ Date: _____

What To Do:

Readers often change their thinking as they learn more about characters, events, settings, and text details. Describe how you first thought and then how your thinking changed for each of these categories.

Characters:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____


Events:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Settings:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Text Details:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Challenge: Cut out each of the cards. On the back of each card write one or two sentences explaining why you changed your thinking. Share your cards with a partner.

“Evaluating My Own Thinking”

Name: _____ Date: _____

What To Do:

Readers often think about their own thinking so that they can clearly understand their own thoughts. Share some of your thinking about the text below. For each of your thoughts, share how stopping to think more deeply helped you understand your thinking better.

Thought #1:

Deeper Thinking:

Thought #2:

Deeper Thinking:

Thought #3:

Deeper Thinking:

Thought #4:

Deeper Thinking:



Challenge: Share your thinking with a partner. Be sure to have your partner share his/her thinking as well. Write your partner's thinking on the back of this page.

“Thinking About My Perspective”

Name: _____ Date: _____

What To Do:

Readers develop their own perspective, or way of seeing things. They have their own viewpoints on how characters act, or events unfold. Share some parts of the text below. Then describe your perspective for each part. In other words, tell your viewpoint (opinion) for each part.

Text Part #1:

My Perspective:



Text Part #2:

My Perspective:

Text Part #3:

My Perspective:

Text Part #4:



My Perspective:

Challenge: Share the text parts and your perspective with a partner. Ask for your partner's perspective for each text part and write them on the back of this page.

“Imagining Others’ Thinking”

Name: _____ Date: _____

What To Do:

Readers often focus on their own thinking. But sometimes it is good to stop and think about what others might be thinking. Describe your thinking from four different parts of the text. Then get together with a partner and write down his/her thinking for each part of the text.

My Thinking:



My Partner’s Thinking:

My Thinking:

My Partner’s Thinking:

My Thinking:

My Partner’s Thinking:

My Thinking:

My Partner’s Thinking:



Challenge: On the back of this page, describe how your thinking was the same and different from your partner’s thinking.

“Personalizing the Text”

Name: _____ Date: _____

What To Do:

Readers think deeply about parts of a text that have a personal connection to them so that they can connect with the text. Share parts of the text that you have a personal connection to. Then share your thinking about each part.

Part of the Text:


My Thinking:



Part of the Text:

My Thinking:

Part of the Text:



My Thinking:


Challenge: On the back of this page, list all the reasons readers try to make personal connections and think carefully about a text.

“Stop and Think”

Name: _____ Date: _____


What To Do:

Readers often stop in the middle of reading to think carefully about something they just read. They may need to reread the text or answer questions in their mind. Write down some places in the text where you stopped to think. Then share what you were thinking at each place.

<p style="text-align: center;">Stop:</p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Think:</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---

<p style="text-align: center;">Stop:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Think:</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	---

<p style="text-align: center;">Stop:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Think:</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	---

<p style="text-align: center;">Stop:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Think:</p> <p>_____</p> <p>_____</p> <p>_____</p> 
--	---

Challenge: On the back of this page, make a list of all the reasons you can think of for why readers stop to think during reading. Share your list with a partner or small group.

“My Thinking Surprises”

Name: _____ Date: _____

What To Do:

Readers are sometimes surprised by things they are thinking as they are reading. Sometimes our minds can think of things we never realized before. Share some thinking that surprised you while reading today!



Challenge: Share your thinking surprises with a partner or small group. Talk about why you were surprised. Write some things you discussed on the back of this page.