

Using Trade Books

Method	Purposes
Read Aloud	<ul style="list-style-type: none"> • Enjoyment • Create a community of readers • Oral language development • Develop background knowledge • Model fluent reading • Make connections to theme • Increase vocabulary • Develop understanding of text structure, syntax, complex ideas
Shared Reading	<ul style="list-style-type: none"> • Enjoyment • Social support and participation • Demonstrate and develop understanding of strategies, skills and concepts of print.
Teacher Guided Reading	<ul style="list-style-type: none"> • Students practice skills and strategies in extended text • Teacher support and guidance for student reading work • Opportunity for teacher observation and assessment • Skill reinforcement • Challenge
Literature Discussion Circles	<ul style="list-style-type: none"> • Interest/choice • Provide challenge • Content or theme connections • Variety of responses to literature • Create understandings, new perspectives • Foster collaboration, cooperation
Independent and Partner Reading	<ul style="list-style-type: none"> • Practice and apply comprehension skills and strategies with minimal or no support • Practice fluent reading • Build confidence • Read multiple texts for homework or reference • Demonstrate independence

LITERATURE CIRCLE EVALUATION

Name: _____

Quarter: _____

Books Read:

1. _____
2. _____
3. _____
4. _____
5. _____

- _____ Is prepared for group/has completed response log
- _____ Analyzes characters in stories
- _____ Makes predictions
- _____ Connects situations in book to similar situations
- _____ Shares personal opinion
- _____ Reveals author's purpose in writing
- _____ Compares and contrasts
- _____ Debates issues in book
- _____ Author's craft

x = often
0 = sometimes
- = never

Special remarks:

- PERSONAL SHARE TIME** (ex: students tell why book was chosen)
- MAKING PREDICTIONS** (about plot, setting, characters, theme, etc.) Make chart telling the prediction before reading and then tell what actually happened.

- DISCUSSING THE BOOK**
 - Discovering and summarizing events (key and secondary) in the *plot*
 - Describing the *setting* (words, pictures)
 - Identifying and analyzing *characters* (Primary and Secondary, words or pictures)
 - Comparing and contrasting story elements (words, charts, illustrations)
 - Describing the *mood*
 - Relating personally* to characters, setting, plot, mood
 - Discovering relationships (cause & effect)
 - Analyzing *problems* and identifying or proposing *solutions*
 - Interpreting the *Author's purpose*
 - Predicting Outcomes
 - Critiquing some aspect of the book, ex.: *Author's style, dialogue*, etc.
 - Sharing and supporting Personal Opinions
 - Judging Events and supporting with evidence

- OTHER LITERARY ELEMENTS** for focus:
 - Point of View
 - Figurative Language
 - Drawing Conclusions
 - Illustrations
 - Comparison/contrast
 - Developing Generalizations
 - Creating New Ideas
 - Tension

5. DISCUSSING THE AUTHOR

- Personal Background
- Culture or environment
- Other works
- Style of writing
- Favorite author

6. EXTENSIONS

- Continuing where the text left off by:
 - Inspiring ideas to enhance the literature
 - Providing an opportunity for readers to express connections they made
 - Allowing students to spend meaningful time revisiting the story
- Presented as:
 - Board games
 - Panel Discussions
 - Newscast reports
 - Plays
 - Trials
 - Mobiles
 - Murals
 - Cartoons and Comic Strips

- Extension Activities
 - Story Mapping
 - Venn Diagrams
 - Writing Plays
 - Composing Music
 - Research projects
 - Interviews
 - Journals
 - Artistic creations
 - Newsletters
 - Menus
 - Brochures
 - Reflections

7. Literature Response Strategies

- Webbing
- Pondering Quotes or Passages
- Free Writing
- Word Wall
- Book Logs

8. Literary Devices

- Analogy
- Alliteration
- Atmosphere
- Caricature
- Flashback-Flashforward
- Foreshadowing
- Imagery
- Inference
- Influence of pictures
- Irony
- Mood
- Simile
- Stereotype

9. Assessment and Evaluation

- Performance Sampling (Tapes, Oral Reading, Literature Logs)
- Observations (Independent Reading, Discussion)
- Anecdotal Notes of strengths, weaknesses, strategies used, growth, use of the reading process, attitude toward reading, comprehension or meaning-making ability, and any other important evidence of reading.
- Checklists (either individual or group)
- Rubrics
- Self-evaluations and reflections

QUESTIONING FOR QUALITY THINKING

Knowledge—Identification and recall of information

Who, what, when, where, how _____?

Describe _____.

Comprehension—Organization and selection of facts and ideas

Retell _____ in your own words.

What is the main idea of _____?

Application—Use of facts, rules, principals

How is _____ an example of _____?

How is _____ related to _____?

Why is _____ significant?

Analysis—Separation of a whole into component parts

What are the parts or features of _____?

Classify _____ according to _____.

Outline/diagram/web _____.

How does _____ compare/contrast with _____?

What evidence can you list for _____?

Synthesis—Combination of ideas to form a new whole

What would you predict/infer from _____?

What ideas can you add to _____?

How would you create/design a new _____?

What might happen if you combined _____
with _____?

What solutions would you suggest for _____?

Evaluation—Development of opinions, judgements, or decisions

Do you agree _____?

What do you think about _____?

What is the most important _____?

Prioritize _____.

How would you decide about _____?

What criteria would you use to assess _____?

QUESTIONS FOR USE WITH ANY BOOK

1. What has happened in the story that has happened to you? Is your life like the one in the book? How?
2. How did you feel when it happened to you when you saw it happening in the book?
3. Have you known people like those in the book? Who? How are they alike?
4. What funny thing in the book have you seen before?
5. What did a character do that you would like to do? Why?
6. What did a character do that you would be afraid to do? Why?
7. Why did this book make you feel good/bad/nothing?
8. How would you have changed this story?
9. What was something in the book you couldn't understand?
10. What character in this book was like a character from another book? How were the two characters alike/different?
11. What happened in the book that angered/disturbed/startled you?
12. What was the author trying to do to the audience (reader or listener)?
13. What kind of experiences did the author need to write this book?
14. Did you like this book? Will others like it? Why?
15. Can you find many unusual words that the author used? How did you figure out what these words meant?
16. Was there a lot of exaggeration in the story? Provide examples?
17. Did anyone speak in a different way than you do? Explain.
18. Did the author write as if he were your age? Did he write as if he were an old man? a young man? Explain.
19. Is the place in which this story takes place like any place you know? Explain.
20. How would you help someone get ready to read this book?

Literature Log Responses

How did the character make you feel?

The character made me feel...

What did this book remind you of?

This book reminded me of...

What did you notice in this story?

I noticed...

What did this book make you think of?

This book made me think of...

Where does the setting of this story remind you of?

The setting reminded me of...

What do you think would happen if...?

Are there other ways to...?

What did you feel when...?

How did you do that...?

What can you tell me about...?

What will happen if...?

Can you think of another way to...?

If I were...

What do you think would happen if...?

I love the way...

I can't believe...

If I were...

I'm not sure...

What do you think would happen if...?

READING RESPONSE LOG IDEAS

1. What feelings did you have as you read the story?
2. Is this story like any other story you have read or heard?
3. Are any of the characters in this story like any characters from another story?
4. What does the story make you think about?
5. What questions would you ask if the author were here?
6. Where and when does the story take place? How do you know?
7. How does the author start the story?
8. What does the author do to make you want to read on?
9. What are the main events of the story?
10. Did the story end the way you expected it to?
11. Who is the main character in the story? What kind of person is the character?
How do you know?
12. Are there any characters that changed in the story? How are they different?
What changed them?
13. What did you learn about a particular character?
14. Who is the teller of the story? How would the story change if someone else was
the narrator?
15. Does the story create a certain mood or feeling?
16. What do you predict will happen in the next chapter?
17. What does the author do to make you want to continue reading?
18. What do you think is most important about what you just read?
19. Was there anything that you just read that surprised you?
20. What does this story remind you of?
21. I really don't understand this part because...
22. I really like/dislike this idea from the story because...
23. This character reminds me of somebody I know because...
24. This character reminds me of myself because...
25. This character is like (name of character) in (name of story) because...
26. This scene reminds me of a similar scene in (name of story) because...
27. This part is very realistic/unrealistic because...
28. I like/dislike this writing because...
29. This section makes me think about _____ because...
30. This section is particularly effective because... _____
31. I think the relationship between _____ and _____ is interesting
because...
32. The character I most admire is...
33. This situation reminds me of a similar situation in my own life. It happened
when...
34. If I were (name of character) at this point, I would...

PRODUCTS

A LETTER
A LESSON
ADVERTISEMENT
ANIMATED MOVIE
ANNOTATED BIBLIOGRAPHY
ART GALLERY
BLOCK PICTURE STORY
BULLETIN BOARD
BUMPER STICKER
CHART
CHORAL READING
CLAY SCULPTURE
COLLAGE
COLLECTION
COMIC STRIP
COMPUTER PROGRAM
COSTUMES
CROSSWORD PUZZLE
DATABASE
DEBATE
DEMONSTRATION
DETAILED ILLUSTRATION
DIORAMA
DIARY
DISPLAY
EDIBLES
EDITORIAL ESSAY
ETCHING
EXPERIMENT
FACT TILE
FAIRY TALE
FAMILY TREE
FILM
FILMSTRIP
FLIP BOOK
GAME
GRAPH
HIDDEN PICTURE
ILLUSTRATED STORY
INTERVIEW
JOURNAL
LABELED DIAGRAM
LARGE SCALE DRAWING
LEARNING CENTER
LETTER TO THE EDITOR
MAP WITH LEGEND
MAZES
MOBILE
MODEL
MOSAIC

MURAL
MUSEUM EXHIBIT
MUSICAL INSTRUMENTS
NEEDLEWORK
NEWSPAPER STORY
ORAL DEFENSE
ORAL REPORT
PAINTING
PAMPHLET
PANTOMIME
PAPIER MACHE
PETITION
PHOTO ESSAY
PICTURES
PICTURE STORY FOR CHILDREN
PLASTER OF PARIS MODEL
PLAY
POETRY
POLITICAL CARTOON
POP-UP BOOK
POSTAGE STAMP, COMMEMORATIVES
PRESS CONFERENCE
PROJECT CUBE
PROTOTYPE
PUPPET
PUPPET SHOW
PUZZLE
RADIO PROGRAM
REBUS STORY
RECIPE
RIDDLE
ROLE PLAY
SCIENCE FICTION STORY
SCULPTURE
SKIT
SLIDE SHOW
SLOGAN
SONG
SOUND
SURVEY
TAPES - AUDIO - VIDEO
TELEVISION PROGRAM
TIMELINE
TRANSPARENCIES
TRAVEL BROCHURE
VENN DIAGRAM
WEB HOME PAGE
WORKING HYPOTHESIS
WRITE A NEW LAW
VIDEO FILM

Literature Response Ideas for Guided Reading

Make a book jacket * Make a roll movie with adding machine tape
* Make a model or mobile * Write an advertisement * Make a group mural * Make a mini-book * Write a crossword puzzle * Talk about the book with friends * Write a poem * Write a scene of your favorite part and perform it * Interview a character * Write a commercial about your book * Write a book review * Design a bumper sticker * Write a postcard from a character in the story * Make a bulletin board * Write a cartoon strip * Write a telegram * Write a jingle * Write a book rhyme * Write a letter to a friend about the book * Do a puppet show * Make a tape recording for the listening center * Write a pamphlet about the book * Do a puppet show * Make a poster * Write a song * Write a review for the newspaper * Think of new titles for the book * Create a new ending * Write a description * Do an oral reading * Play a game of Pictionary with key story words * Write an additional chapter * Make a collage * Make a map of the setting * Make a stuffed character * Give a chalk talk out on the sidewalk * Write a letter to the author or illustrator * Read the book to a friend