

# SETTING

## Before Reading

Where does the story take place?

Describe the place.

Have you ever been to a place like this? If you have, how was it like the place in the story?

When does this story take place—long ago, in the future, or in the present? How do you know?

## After Reading

How did the place affect what happened in the story?

How would the story be different if it were set in a different place?

How would the story be different if it were set in the different time?

If you could visit the place, would you go? Why, or why not?

# PLOT

## During Reading

Tell the main things that have happened so far.

What is the problem in the story? How do you think it will be solved?

What do you think will happen next? What do you think will happen at the end?

## After Reading

Tell the main events that happened in the story.

What was the solution to the story problem?

Were you able to guess what was going to happen in the end? How else might the author have ended the story?

What do you think was the best part of the story?

# HOW DO I KNOW?

## Before Reading

How can I find out what the selection is about?

What am I going to be reading to find out?

What is the story problem?

How is this story problem like problems I have solved?

## During Reading

What do I know so far?

What is the topic or theme of this selection?

What questions do I have that are still unanswered?

What is the story problem?

How do I know what the story problem is?

## After Reading

Did my first prediction match what happened in the selection?

How did I know if I should change my predictions?

How did I know if the story problem would be resolved?

What did the writer do to make me think that?

How can I use the information I have learned in everyday life?

What else would I still like to know about this topic or theme?

## THEME/MOOD

### During Reading

What do you think the author's message will be? Why do you think that?

From the title of the story, what did you think this story would be about?

How do you feel at this point in the story? Why?

What do you remember most about the story so far?

### After Reading

What was the author's message? Which story events helped you figure out the message?

If you wanted to suggest this story to a friend, what would you say it was mostly about?

How do you feel now that you have finished the story? Why?

What part was the:

- (a) funniest? Describe it.
- (b) saddest? Describe it.
- (c) most exciting? Describe it.

# CHARACTERS

## During Reading

Who are the main characters?

Who are the minor characters?

Do you like or dislike the characters? Why do you feel that way?

Does a character in this story remind you of anyone else you have read about? If so, how are they alike?

## After Reading

Choose one character. Why was this character important in the story?

Did any of the characters change? If so, how did they change?

If you could be any character in this story, who would you be? Why?

Suppose you had a chance to meet one of the characters. What would you say to him or to her?

## WRITTEN CONVERSATION

### During Reading

Work with a partner. Silently read the pages your teacher suggests.

On a sheet of paper, write a comment about something you didn't understand or something you would like your partner's opinion about.

Pass your paper to your partner.

Write the answer to your partner's question.

Then add a new question to the paper.

Pass the paper back to your partner. Answer the new question your partner wrote.

### After Reading

Read the rest of the story. Repeat steps 2-5.

Discuss the story. Use the questions and answers on your paper to help you. Record what you have discussed.

## AUTHOR'S VIEWPOINT

### During Reading

What do you know about the author?

What is the author trying to tell you? How do you know?

Can you tell what kinds of things (people, places, behavior, feelings) the author likes? If so, how do you know?

### After Reading

Do you agree with the author? Why, or why not?

What did the author have to know in order to write this article or story?

What else could the author have said to support his or her opinion?

## RESPONDING FREELY

### During Reading

Work with a partner. Look over the story, and decide whether you will read it silently or aloud.

Think about the way the story is organized. Decide with your partner how often you will stop to discuss it.

Each time you stop, talk about what you have read. Tell what you think, and listen to what your partner says.

Read the next section, and talk about it. Continue doing this until you finish the story.

### After Reading

Talk about the whole story.

You might talk about your favorite part of the story.

You might discuss the author's writing.

You might discuss whether what you thought would happen really did happen.

Record what you have discussed.

## AUTHOR'S CRAFT

### During Reading

Have you noticed anything you think the author might bring up again later in the story? If so, what did you notice?

Tell about any images the author has left in your mind.

What special words has the author used so far to help you

- (a) see things in the story?
- (b) hear things in the story?
- (c) feel things in the story?

What does the dialogue tell you about the characters? Does it sound the way people really talk? Why, or why not?

### After Reading

What is your favorite work, line, or paragraph in the story? Why is it your favorite?

What do you like about the way the author has written the story?

Would you like to read something else by this author? Why, or why not?

What was the most important thing you learned from the dialogue in this story?