

# READING RESPONSE

Journal



name

Add your name here.

## Message from Mr. Doyle

I hope you enjoy your summer vacation and that you will also enjoy the two books you chose. Here are some of my own guidelines before you start doing the response journal:

- Please read the next three slides (#3-4-5) very carefully so that you understand what I expect of you.
- Slides 6-7 contain a chart to keep you on track. Check your progress every day.
- Don't read too much at one time but don't let too many days go by without reading.
- If you find typing your answers too difficult, you may print out the blank pages and write on them.
- Parents: If this file doesn't allow your child to type in it, send an email to me [cdoyle@sjsmedford.com](mailto:cdoyle@sjsmedford.com) and I will send you an editable copy if you wish.

# About the Reading Response Journal

As you read, you will be working on six different skills:

- Making connections
- Asking questions
- Making predictions
- Writing a summary
- Making inferences
- Visualizing

Each skill has an anchor chart that helps you to know what your writing should be about. After each anchor chart there is a journal page. Notice that each page has space for three entries.

Each day that you read, you will work on two skills and complete one journal entry for each. After you've done the above skills once, you will go back and do the second journal entries, then the third journal entries.

When you finish the book there are four pages on literary elements:

- Character traits
- Setting
- Theme
- Point of View

You can work on these in any order you like. You might have to go back to find information—do it. Don't rely only on your memory.

When you finish these skills, you can start reading and responding to the second book. The whole packet has been duplicated (starting on slide #21) to allow you to do this.

# READING RESPONSE

## JOURNAL GUIDELINES

**\*\*Always leave a blank copy of the response pages to copy and paste as needed.\*\***

### **WRITING READING RESPONSES:**

- For each response, record the DATE, TITLE, and CHAPTER(S) or PAGES read.
- Write using complete sentences.
- Use sentence starters or sentence frames, as needed.
- Write your thoughts, ideas, or opinions about the text.
- Be sure to add details from the text to support your response.



# READING RESPONSE

## SCORING GUIDE

4

- Responses are complete, thorough, and well thought out.
- Responses demonstrate a strong understanding of the texts and the reading strategies and skills being addressed.
- Detailed evidence is included to support responses.
- Journal is neat and organized.

3

- Responses are complete and thorough.
- Responses demonstrate a good understanding of the texts and the reading strategies and skills being addressed.
- Evidence is included to support responses.
- Journal is mostly neat and organized.

2

- Responses are complete.
- Responses demonstrate some understanding of the texts and the reading strategies and skills being addressed.
- Some evidence is included to support responses.
- Journal is somewhat neat and organized.

1

- Responses are incomplete.
- Responses do not demonstrate an understanding of the texts and/or the reading strategies and skills being addressed.
- Evidence is not included to support responses.
- Journal is messy and unorganized.

**SCORE:**

Grading  
Period

1

Grading  
Period

2

Grading  
Period

3

Grading  
Period

4

# Book 1 Title:

Date	Chapter	Pages	Journal Section
			Making Connections 1 Asking Questions 1
			Making Predictions 1 Writing a Summary 1
			Making Inferences 1 Visualizing 1
			Making Connections 2 Asking Questions 2
			Making Predictions 2 Writing a Summary 2
			Making Inferences 2 Visualizing 2
			Making Connections 3 Asking Questions 3
			Making Predictions 3 Writing a Summary 3
			Making Inferences 3 Visualizing 3
			Character Traits 1-2-3
			Setting 1-2-3
			Theme 1-2-3
			Point of View 1-2-3

Add title

Add author's name



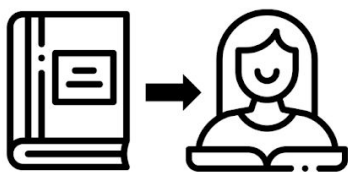


# making CONNECTIONS

Making connections helps readers to better understand and relate to a text.

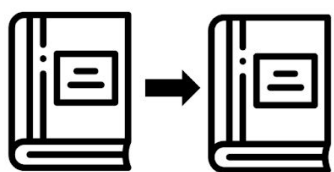
## TYPES OF CONNECTIONS:

### TEXT TO SELF



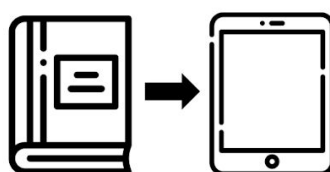
Connections you make to your own life or experiences.

### TEXT TO TEXT



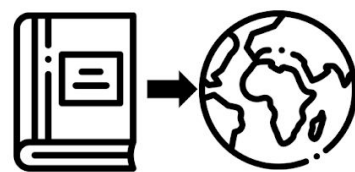
Connections you make to a text that you have previously read.

### TEXT TO MEDIA



Connections you make to other forms of media. (TV, movies, internet)

### TEXT TO WORLD



Connections you make to events in the real world.

## SENTENCE FRAMES:

First state what happened in the text, then use a sentence starter to make a connection .

- This reminds me of...
- I can relate to \_\_\_ because...
- I understand \_\_\_ because...
- This made me think of...
- I am similar to \_\_\_ because...
- This is similar to \_\_\_ because...
- This makes me feel \_\_\_ because...
- Just like \_\_\_, I also...
- Something similar happened to me when...
- I remember when...



# making CONNECTIONS

**MAKING  
CONNECTIONS**

Add date here

Add title and pages/chapters read here.

1. Write your reading response here.

Add date here

Add title and pages/chapters read here.

2. Write your reading response here.

Add date here

Add title and pages/chapters read here.

3. Write your reading response here.

# asking QUESTIONS

Good readers ask questions to help better understand the text and to give a purpose to their reading. Good readers ask questions before reading, while reading, and after reading.

ASKING  
QUESTIONS

## WHEN TO ASK QUESTIONS:



When you don't understand something.



When you don't know what something means.



When you wonder about something.



When you are curious about something.



When you are confused or need clarification.

## SENTENCE FRAMES:

- I wonder...
- What if...
- What did it mean when...
- Why did the character...
- What would happen if...
- How did...
- What will happen when...
- What is the meaning of...
- How will this effect ...
- What did the author mean by...



# asking QUESTIONS

Add date here

Add title and pages/chapters read here.

Write your reading response here.

ASKING  
QUESTIONS

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.



# making PREDICTIONS

Good readers make predictions when they use clues from a story to guess what will happen next.

## GOOD READERS MAKE PREDICTIONS BY...



Looking at titles and pictures.



Using background knowledge and past experiences.



Looking for patterns in the text.



Looking for clues in the text.

## SENTENCE FRAMES:

- I predict that \_\_\_\_\_ because \_\_\_\_\_.
- Based on \_\_\_\_\_, I predict \_\_\_\_\_.
- I think \_\_\_\_\_ will happen because \_\_\_\_\_.
- Next, I think (character) will \_\_\_\_\_.
- I know \_\_\_\_\_, so I think \_\_\_\_\_ will happen next.
- I think the resolution to this conflict will be \_\_\_\_\_.

# making PREDICTIONS

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

MAKING  
PREDICTIONS

# writing a SUMMARY

Good readers summarize by writing a brief retelling of a story. Different strategies can be used to summarize.

## STRATEGIES FOR SUMMARIZING:

### SOMEONE

Who was the story about?



### WANTED

What did the main character want?

### BUT

What was the problem?

### SO

How did the main character try to solve the problem?

### THEN

How was the problem resolved?

### CHARACTERS

Who was the story about?



### SETTING

Where/when does the story take place?

### CONFLICT

What problems did the main character face?

### IMPORTANT EVENTS

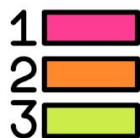
What events lead to a resolution?

### RESOLUTION

How was the problem resolved? How does the story end?

### SEQUENCING

Use transition words to briefly retell the story:



- In the beginning
- First
- Next
- Then
- Later
- After
- Finally
- In the end

WHO?  
WHAT?  
WHERE?  
WHEN?  
WHY?  
HOW?



WRITING  
A SUMMARY

# writing a SUMMARY

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

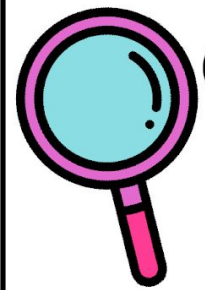
WRITING  
A SUMMARY



# making INFERENCES

Good readers make inferences by using clues from the story and their own background knowledge to figure out something that goes beyond the author's words.

**INFERENCE =**



CLUES FROM  
THE TEXT



BACKGROUND  
KNOWLEDGE



## SENTENCE FRAMES:

- Based on what the character said, I can tell she/he feels...
- Based on \_\_\_\_\_, I can infer that \_\_\_\_\_.
- When the text said \_\_\_\_\_, it made me realize \_\_\_\_\_.
- Based on \_\_\_\_\_, I realized that \_\_\_\_\_.
- \_\_\_\_\_'s actions show that \_\_\_\_\_.
- Based on \_\_\_\_\_, I can assume that \_\_\_\_\_.
- I can conclude \_\_\_\_\_ because \_\_\_\_\_.
- Based on clues from the text, I know that \_\_\_\_\_.
- From my own experience, I can infer that \_\_\_\_\_.

# making INFERENCES

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

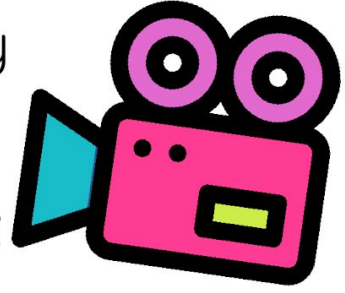
Add date here

Add title and pages/chapters read here.

Write your reading response here.

# VISUALIZING

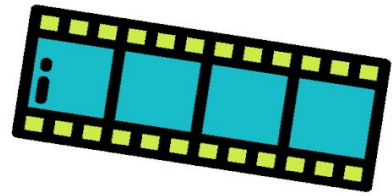
Good readers use details from the story to create a picture in their minds.



VISUALIZING

## STRATEGIES FOR VISUALIZING:

- Use details and descriptions from the story to picture the setting, characters, and events.
- Use your images to make predictions, draw inferences, etc.
- Adapt visualizations as a you read.
- Create a mental movie in your mind to better relate to the story.
- Use the five senses to imagine what you see, feel, hear, smell, and taste



## SENTENCE FRAMES:

- As I read, I can imagine \_\_\_\_\_.
- Based on the reading, I picture \_\_\_\_\_.
- When the author describes \_\_\_\_\_, I visualize \_\_\_\_\_.
- I (see, hear, feel, smell, taste) \_\_\_\_\_.
- In my mind I see \_\_\_\_\_.
- I can picture \_\_\_\_\_.



# VISUALIZING

**VISUALIZING****Add date here**

Add title and pages/chapters read here.

Write your reading response here.

**Add date here**

Add title and pages/chapters read here.

Write your reading response here.

**Add date here**

Add title and pages/chapters read here.

Write your reading response here.



Do not continue with the next slide until you have finished reading the book.

By now you should have finished each of the six skills and have written three journal entries on each slide.

# CHARACTER

## traits



Good readers get to know a character's traits based on the character's WORDS, ACTIONS, THOUGHTS, and FEELINGS.

CHARACTER  
TRAITS

## COMMON CHARACTER TRAITS:

- |              |               |               |
|--------------|---------------|---------------|
| • ambitious  | • dependable  | • polite      |
| • arrogant   | • determined  | • proud       |
| • bold       | • evil        | • responsible |
| • bossy      | • foolish     | • rude        |
| • brave      | • friendly    | • selfish     |
| • cautious   | • generous    | • shy         |
| • charming   | • greedy      | • sneaky      |
| • clever     | • honest      | • stubborn    |
| • confident  | • imaginative | • talented    |
| • courageous | • jealous     | • thoughtful  |
| • curious    | • loyal       | • trusting    |

## SENTENCE FRAMES:

- I can tell that (character) is (trait) because....
- When (character) said, "\_\_\_\_\_", this showed that he/she is (trait).
- When (character) thought, "\_\_\_\_\_", this showed that he/she is (trait).
- When (character) (describe action), this showed that he/she is (trait).

# CHARACTER

## traits

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

CHARACTER  
TRAITS

# SETTING

The setting is where and when a story takes place. It includes the place, time, and environment.

PLACE	TIME	ENVIRONMENT
<ul style="list-style-type: none"><li>• Specific location</li><li>• Someone's home</li><li>• Inside or outside</li><li>• City/town</li><li>• Includes the description of the place.</li></ul>	<ul style="list-style-type: none"><li>• Specific date/day or time</li><li>• General time of day.</li><li>• Month/season</li><li>• Time in history</li></ul>	<ul style="list-style-type: none"><li>• Weather</li><li>• Surroundings</li><li>• Conditions</li><li>• Dark/light</li><li>• Might include the mood or tone</li></ul>

## THE SETTING IS IMPORTANT TO THE STORY BECAUSE...

- Descriptions of the setting help readers to visualize the scenes of a story.
- The setting influences the characters and events of a story.
- The setting may affect a character's actions or choices.

## SENTENCE FRAMES:

- This story takes place...
- I would describe the setting as...
- The setting is important to the story because...
- If this story took place in another setting...



# SETTING



Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

SETTING



# THEME



Theme is the central message, idea, lesson, or moral of a story. The theme of a story is usually not stated, and must be inferred.

## COMMON THEMES:

- acceptance
- being yourself
- bravery
- courage
- community
- determination
- equality
- family
- freedom
- growing up
- good vs. evil
- hard work
- honesty
- hope
- love
- loyalty
- kindness
- overcoming obstacles
- perseverance
- responsibility

## SENTENCE FRAMES:

- A theme from this story is \_\_\_\_\_. I know this because...
- An important message in this story is...
- A lesson that can be learned from this story is...
- I learned a lot about \_\_\_\_\_.

THEME



# THEME

PAGE 1 OF 2



Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

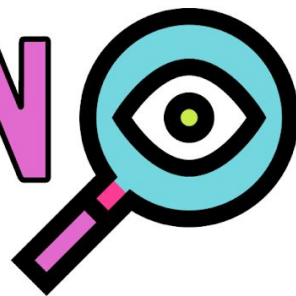
Add date here

Add title and pages/chapters read here.

Write your reading response here.

THEME

# POINT OF VIEW



Point of view determines who is telling the story. Point of view shows the perspective of the narrator.

## TYPES OF POINT OF VIEW:

1ST PERSON	2ND PERSON	3RD PERSON	
When a story is told from the perspective of one character involved in the story.	When the narrator addresses the reader in the story.	When a story is told from the perspective of a narrator who is not in the story.	
<b>SIGNAL WORDS</b> I, me, we, us	<b>SIGNAL WORDS</b> you, your, yours	<b>LIMITED</b> The narrator has insight into the thoughts and feelings of ONLY ONE character.	<b>OMNISCIENT</b> The narrator has insight into the thoughts and feelings of ALL characters.
		<b>SIGNAL WORDS</b> he, she, his, her, them, they	

## SENTENCE FRAMES:

- This story is told in \_\_\_\_\_ point of view. I can tell because....
- This story is told from (character's) point of view, allowing readers to learn...
- I think the author told the story in \_\_\_\_\_ point of view because \_\_\_\_\_.
- If this story was told from the point of view of (different character), some ways the story would change are...

# POINT OF VIEW



Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

POINT  
OF VIEW

# READING RESPONSE

## JOURNAL GUIDELINES

**\*\*Always leave a blank copy of the response pages to copy and paste as needed.\*\***

### **WRITING READING RESPONSES:**

- For each response, record the DATE, TITLE, and CHAPTER(S) or PAGES read.
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- Use sentence starters or sentence frames, as needed.
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# READING RESPONSE

## SCORING GUIDE

4

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- Detailed evidence is included to support responses.
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- Responses are complete.
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- Responses are incomplete.
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- Journal is messy and unorganized.

**SCORE:**

Grading  
Period

1

Grading  
Period

2

Grading  
Period

3

Grading  
Period

4

## Book 2 Title:

Date	Chapter	Pages	Journal Section
			Making Connections 1 Asking Questions 1
			Making Predictions 1 Writing a Summary 1
			Making Inferences 1 Visualizing 1
			Making Connections 2 Asking Questions 2
			Making Predictions 2 Writing a Summary 2
			Making Inferences 2 Visualizing 2
			Making Connections 3 Asking Questions 3
			Making Predictions 3 Writing a Summary 3
			Making Inferences 3 Visualizing 3
			Character Traits 1-2-3
			Setting 1-2-3
			Theme 1-2-3
			Point of View 1-2-3

Add title

Add author's name



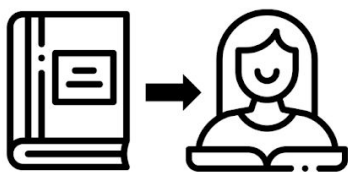


# making CONNECTIONS

Making connections helps readers to better understand and relate to a text.

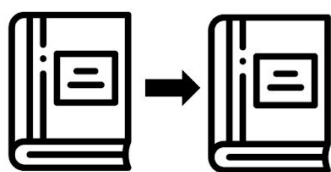
## TYPES OF CONNECTIONS:

### TEXT TO SELF



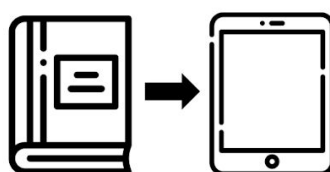
Connections you make to your own life or experiences.

### TEXT TO TEXT



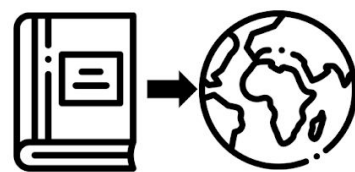
Connections you make to a text that you have previously read.

### TEXT TO MEDIA



Connections you make to other forms of media. (TV, movies, internet)

### TEXT TO WORLD



Connections you make to events in the real world.

## SENTENCE FRAMES:

First state what happened in the text, then use a sentence starter to make a connection .

- This reminds me of...
- I can relate to \_\_\_ because...
- I understand \_\_\_ because...
- This made me think of...
- I am similar to \_\_\_ because...
- This is similar to \_\_\_ because...
- This makes me feel \_\_\_ because...
- Just like \_\_\_, I also...
- Something similar happened to me when...
- I remember when...



# making CONNECTIONS

MAKING  
CONNECTIONS

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

# asking QUESTIONS

Good readers ask questions to help better understand the text and to give a purpose to their reading. Good readers ask questions before reading, while reading, and after reading.

ASKING  
QUESTIONS

## WHEN TO ASK QUESTIONS:



When you don't understand something.



When you don't know what something means.



When you wonder about something.



When you are curious about something.



When you are confused or need clarification.

## SENTENCE FRAMES:

- I wonder...
- What if...
- What did it mean when...
- Why did the character...
- What would happen if...
- How did...
- What will happen when...
- What is the meaning of...
- How will this effect ...
- What did the author mean by...



# asking QUESTIONS

Add date here

Add title and pages/chapters read here.

Write your reading response here.

ASKING  
QUESTIONS

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

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Write your reading response here.



# making PREDICTIONS

Good readers make predictions when they use clues from a story to guess what will happen next.

## GOOD READERS MAKE PREDICTIONS BY...



Looking at titles and pictures.



Using background knowledge and past experiences.



Looking for patterns in the text.



Looking for clues in the text.

## SENTENCE FRAMES:

- I predict that \_\_\_\_\_ because \_\_\_\_\_.
- Based on \_\_\_\_\_, I predict \_\_\_\_\_.
- I think \_\_\_\_\_ will happen because \_\_\_\_\_.
- Next, I think (character) will \_\_\_\_\_.
- I know \_\_\_\_\_, so I think \_\_\_\_\_ will happen next.
- I think the resolution to this conflict will be \_\_\_\_\_.



# making PREDICTIONS

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

MAKING  
PREDICTIONS

# writing a SUMMARY

Good readers summarize by writing a brief retelling of a story. Different strategies can be used to summarize.

## STRATEGIES FOR SUMMARIZING:

### SOMEONE

Who was the story about?



### WANTED

What did the main character want?

### BUT

What was the problem?

### SO

How did the main character try to solve the problem?

### THEN

How was the problem resolved?

### CHARACTERS

Who was the story about?



### SETTING

Where/when does the story take place?

### CONFLICT

What problems did the main character face?

### IMPORTANT EVENTS

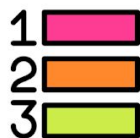
What events lead to a resolution?

### RESOLUTION

How was the problem resolved? How does the story end?

### SEQUENCING

Use transition words to briefly retell the story:



- In the beginning
- First
- Next
- Then
- Later
- After
- Finally
- In the end

WHO?  
WHAT?  
WHERE?  
WHEN?  
WHY?  
HOW?



WRITING  
A SUMMARY

# writing a SUMMARY

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

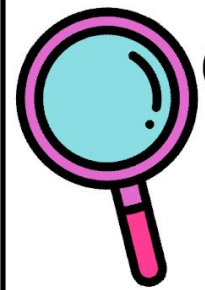
Write your reading response here.

WRITING  
A SUMMARY

# making INFERENCES

Good readers make inferences by using clues from the story and their own background knowledge to figure out something that goes beyond the author's words.

**INFERENCE =**



CLUES FROM  
THE TEXT



BACKGROUND  
KNOWLEDGE



## SENTENCE FRAMES:

- Based on what the character said, I can tell she/he feels...
- Based on \_\_\_\_\_, I can infer that \_\_\_\_\_.
- When the text said \_\_\_\_\_, it made me realize \_\_\_\_\_.
- Based on \_\_\_\_\_, I realized that \_\_\_\_\_.
- \_\_\_\_\_'s actions show that \_\_\_\_\_.
- Based on \_\_\_\_\_, I can assume that \_\_\_\_\_.
- I can conclude \_\_\_\_\_ because \_\_\_\_\_.
- Based on clues from the text, I know that \_\_\_\_\_.
- From my own experience, I can infer that \_\_\_\_\_.



# making INFERENCES

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

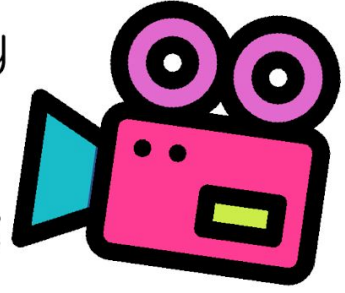
Add title and pages/chapters read here.

Write your reading response here.

MAKING  
INFERENCES

# VISUALIZING

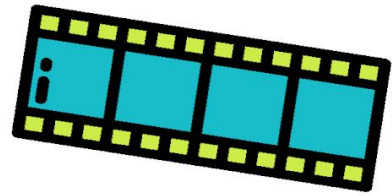
Good readers use details from the story to create a picture in their minds.



VISUALIZING

## STRATEGIES FOR VISUALIZING:

- Use details and descriptions from the story to picture the setting, characters, and events.
- Use your images to make predictions, draw inferences, etc.
- Adapt visualizations as a you read.
- Create a mental movie in your mind to better relate to the story.
- Use the five senses to imagine what you see, feel, hear, smell, and taste



## SENTENCE FRAMES:

- As I read, I can imagine \_\_\_\_\_.
- Based on the reading, I picture \_\_\_\_\_.
- When the author describes \_\_\_\_\_, I visualize \_\_\_\_\_.
- I (see, hear, feel, smell, taste) \_\_\_\_\_.
- In my mind I see \_\_\_\_\_.
- I can picture \_\_\_\_\_.

# VISUALIZING

**VISUALIZING****Add date here**

Add title and pages/chapters read here.

Write your reading response here.

**Add date here**

Add title and pages/chapters read here.

Write your reading response here.

**Add date here**

Add title and pages/chapters read here.

Write your reading response here.



Do not continue with the next slide until you have finished reading the book.

By now you should have finished each of the six skills and have written three journal entries on each slide.



# CHARACTER

## traits



Good readers get to know a character's traits based on the character's WORDS, ACTIONS, THOUGHTS, and FEELINGS.

### CHARACTER TRAITS

## COMMON CHARACTER TRAITS:

- |              |               |               |
|--------------|---------------|---------------|
| • ambitious  | • dependable  | • polite      |
| • arrogant   | • determined  | • proud       |
| • bold       | • evil        | • responsible |
| • bossy      | • foolish     | • rude        |
| • brave      | • friendly    | • selfish     |
| • cautious   | • generous    | • shy         |
| • charming   | • greedy      | • sneaky      |
| • clever     | • honest      | • stubborn    |
| • confident  | • imaginative | • talented    |
| • courageous | • jealous     | • thoughtful  |
| • curious    | • loyal       | • trusting    |

## SENTENCE FRAMES:

- I can tell that (character) is (trait) because....
- When (character) said, "\_\_\_\_\_", this showed that he/she is (trait).
- When (character) thought, "\_\_\_\_\_", this showed that he/she is (trait).
- When (character) (describe action), this showed that he/she is (trait).

# CHARACTER

## traits

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

CHARACTER  
TRAITS

# SETTING

The setting is where and when a story takes place. It includes the place, time, and environment.

PLACE	TIME	ENVIRONMENT
<ul style="list-style-type: none"><li>• Specific location</li><li>• Someone's home</li><li>• Inside or outside</li><li>• City/town</li><li>• Includes the description of the place.</li></ul>	<ul style="list-style-type: none"><li>• Specific date/day or time</li><li>• General time of day.</li><li>• Month/season</li><li>• Time in history</li></ul>	<ul style="list-style-type: none"><li>• Weather</li><li>• Surroundings</li><li>• Conditions</li><li>• Dark/light</li><li>• Might include the mood or tone</li></ul>

## THE SETTING IS IMPORTANT TO THE STORY BECAUSE...

- Descriptions of the setting help readers to visualize the scenes of a story.
- The setting influences the characters and events of a story.
- The setting may affect a character's actions or choices.

## SENTENCE FRAMES:

- This story takes place...
- I would describe the setting as...
- The setting is important to the story because...
- If this story took place in another setting...



# SETTING



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Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

SETTING



# THEME



Theme is the central message, idea, lesson, or moral of a story. The theme of a story is usually not stated, and must be inferred.

## COMMON THEMES:

- acceptance
- being yourself
- bravery
- courage
- community
- determination
- equality
- family
- freedom
- growing up
- good vs. evil
- hard work
- honesty
- hope
- love
- loyalty
- kindness
- overcoming obstacles
- perseverance
- responsibility

## SENTENCE FRAMES:

- A theme from this story is \_\_\_\_\_. I know this because...
- An important message in this story is...
- A lesson that can be learned from this story is...
- I learned a lot about \_\_\_\_\_.

THEME

# THEME

PAGE 1 OF 2



Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

THEME

# POINT OF VIEW



Point of view determines who is telling the story. Point of view shows the perspective of the narrator.

## TYPES OF POINT OF VIEW:

1ST PERSON	2ND PERSON	3RD PERSON	
When a story is told from the perspective of one character involved in the story.	When the narrator addresses the reader in the story.	When a story is told from the perspective of a narrator who is not in the story.	
<b>SIGNAL WORDS</b> I, me, we, us	<b>SIGNAL WORDS</b> you, your, yours	<b>LIMITED</b> The narrator has insight into the thoughts and feelings of ONLY ONE character.	<b>OMNISCIENT</b> The narrator has insight into the thoughts and feelings of ALL characters.
		<b>SIGNAL WORDS</b> he, she, his, her, them, they	

## SENTENCE FRAMES:

- This story is told in \_\_\_\_\_ point of view. I can tell because....
- This story is told from (character's) point of view, allowing readers to learn...
- I think the author told the story in \_\_\_\_\_ point of view because \_\_\_\_\_.
- If this story was told from the point of view of (different character), some ways the story would change are...

# POINT OF VIEW



Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

Add date here

Add title and pages/chapters read here.

Write your reading response here.

POINT  
OF VIEW



# Reporting

Share your work in one of two ways:

Email your completed digital copy to [cdoyle@sjsmedford.com](mailto:cdoyle@sjsmedford.com)

OR

Print out ONLY the slides that you wrote on:

- Slide 1
- Slides 7, 9, 11, 13, 15, 17, 19
- Slides 22, 24, 26, 28
- Slides 32, 34, 36, 38, 40, 42, 44
- Slides 47, 49, 51, 53