

Think Page **(You can use the back, too)**

Name: _____

Title of Work: _____

Author: _____

Genre: _____

First Impressions/Likes and Dislikes:

Speaker/POV:

Images/Motifs/Symbols:

Plot Summary:

Characters/Character Traits:

Significant Passages/Why:

Context of Work (historical, social, cultural, political, environmental, religious, economic):

Relationship to Other Texts:

Final Thoughts:

Interactive Reading Notes

Name: _____ Date: _____ Title: _____ Pages. Read: _____

Directions: Use Interactive Notes to help you read informational or literary texts. Interactive Notes guide you through a reading process to help you develop your ideas and express them in academic language. You may put questions, comments, connections, or favorite lines in any column. Then use the prompts (or create your own) to help you write.

BEFORE Prepare to Read	DURING Question & Comment	AFTER Summarize and Synthesize
<ul style="list-style-type: none"> • List: title(s) headings captions objectives themes words to know • Ask questions • Make predictions • Set a purpose • Decide what matters most 	<ul style="list-style-type: none"> • I wonder why... • What caused... • I think... • This is similar to... • This is important because... • What do they mean by... • What I find confusing is... • What will happen next is... • I can relate to this because... • This reminds me of... • As I read, I keep wanting to ask... 	<ul style="list-style-type: none"> • Three important points/ideas are... • These are important because... • What comes next... • The author wants us to think... • At this point the article/story is about... • I still don't understand... • What interested me most was... • The author's purpose here is to... • A good word to describe (e.g., this story's tone) is...because... • This idea/story is similar to...

Identify three of the most important events in the section you read today. Explain why they are important to the story.

Double Entry Journals

Educators can use double-entry journals and learning logs to drive students' thinking processes. Double-entry journals are useful tools for helping students interact with and make meaning of information; in contrast, learning logs stress reflection. Learning logs are narratives of what students learn and how they learn it. They include information from resources, personal observations, a comparison and/or contrast of two or more sources, and questions or hypotheses. In their learning logs, students reflect upon and revise their thinking based on new information from class discussions, conferences, or the natural evolution of their thoughts. They also discuss their goals, develop a plan of action for accomplishing their goals, and evaluate their progress.

Journals and learning logs are also excellent vehicles for assessing student progress because they provide insight into what students are learning and reveal the development of their thoughts. Writing in this format helps students take notes, relate new information to personal experience and academic learning, and generate new ideas. Double-entry journals can include visual representations such as story-boards, charts, webs, and diagrams as well as writing. This journal can help students interact with and make meaning of text. The ledger consists of a loose-leaf notebook. The left page is a copy of the text students are reading. The right page consists of two columns. One is for students' initial interpretation of the text and is completed before class discussion. The other is for revised interpretations that occur after class discussion and reflection.

Examples of Journals

Notes from the Text	My Immediate Reaction	My Reaction After Reflection

Data	Response/Questions

Note Taking

Note Taking	Note Making

Synthesis Log

What I Did	What I Learned	How I Can Use It

Reflective Log

What Happened?	How Do I Feel About It?	What Did I Learn?

Reader Response Journal

What I Read (record pg. #s)	My Thoughts/Reactions/Connections

Dialogue Journal

What I Read & My Thoughts	My Partner's Reaction to My Thoughts

Asking Questions to Understand Stories

1. Who is telling the story?
2. What is the narrator's point of view; i.e., is the story being told as it happens? recalled from past events? as an internal monologue? dramatic monologue?
3. To what extent can you trust the narrator?
4. What do you know about the characters?
5. What do these things tell you about the characters?
6. What is the relationship between the setting and the characters/story?
7. What are the people in the story *not* talking about?
8. What shape or diagram best describes the action and/or structure of the story?
9. How would it change the story if . . . e.g., the narrator changes from first to third person? the point of view changed from one character to another? the narrative started before/after the crucial event? a different narrative structure (e.g., journal format, internal monologue) was used? the narrator changed from man to woman (or visa versa)?
10. How would you describe the voice of the narrator and how it influences the tone of the story?
11. Why does the narrator want to tell this story?
12. What is the narrator's attitude toward his/her subject/characters/story?
13. What, if anything, is influencing the shape and function of the story? (e.g., cultural traditions, religion, attitudes/beliefs about other races or lifestyles, etc.)
14. Why does the author _____ (e.g., shift time frames, change narrators, incorporate different types of text – poems, letters, diaries – within his/her story)

15. How do the characters change in response to their experiences in this story?
16. What are the sources of conflict or tension in the narrative?
17. How do your perceptions of the character(s) change as the story progresses?
18. Does your answer to the question "What is this story about?" remain the same throughout your reading? If not, at what point does it change?
19. What factors most influence your response to and interpretation of this story? (e.g., past experiences you've had? cultural bias? gender? socioeconomic status? other?)
20. How does the historical setting/context affect this story's outcome/meaning/style?
21. What must you know in order to understand this story?
22. What is the relationship between this and other works by this author—or other writers/works in this genre?
23. Which character do you most identify with and why?
24. What would _____ be saying/thinking in their head as _____ talks about _____?
25. Why did the author tell the story as they did? (e.g., in first person, from that character's point of view, from present looking back? What was their "authorial intent"?)
26. If a character has some condition—physical, psychological, emotional—what effect does that have on the story and our perception of the character?
27. Why is this an important story? What insights can we gain from reading this story?
28. Cynthia Ozick said that "stories ought to judge and interpret the world." What is this story saying about our world?