Level A

Thinking *within* the Text
- Retelling
  - What is this story mostly about?
  - What are some key details from the story? (2 to 3)
  - Who are some of the characters in the story?
  - What is the setting of the story?

Thinking *beyond* the Text
- Predicting
  - **During Reading** – How do you think the book will end?
  - What else might the characters like or do?
- Making Connections
  - How are the characters the same as you?
  - How are the characters and what happens to them in this story the same or different as in a story that you know?
  - What does this story remind you of?
  - Can you think of another book that is similar to this one?

- Synthesizing
  - What did you learn about _____ after reading this book?
  - What are the characters doing in this picture?
  - What did you notice about all the things the characters were doing?
- Inferring
  - How were the characters feeling in the book? How do you know?
  - How did the pictures help you to understand the story?
  - Why do you think _____?
  - How are the characters and what happens to them in this story the same or different as in a story that you know?

Thinking *about* the Text
- Analyzing
  - Why do you think the book was called _____?
  - What was the same about the _____ in the book?
  - What did you notice was different? (change in pattern, text features, etc.)
  - What is an author? What is an illustrator?
- Critiquing
  - What did you like/dislike about this book?
  - What did you like/dislike about the illustrations?

Level B

Thinking *within* the Text
- Retelling
  - What is this story mostly about?
  - What are some key details from the story? (2 to 3)
  - Who are some of the characters in the story?
  - What is the setting of the story?

Thinking *beyond* the Text
- Predicting
  - **During Reading** – How do you think the book will end?
  - What else might the characters like or do?
- Making Connections
  - How are the characters the same as you?
  - What does this story remind you of?
  - Can you think of another book that is similar to this one?
  - What did this character do in other books that we've read?
  - How are the characters and what happens to them in this story the same or different as in a story that you know?

- Synthesizing
  - What did you learn about _____ after reading this book?
  - What are the characters doing in this picture?
  - What did you notice about all the things the characters were doing?
- Inferring
  - How were the characters feeling in the book? How do you know?
  - How did the pictures help you to understand the story?
  - How did the pictures show _____?
  - Why do you think _____?

Thinking *about* the Text
  - Analyzing
    - Why do you think the book was called _____?
    - What was the same about the _____ in the book?
    - What did you notice was different? (change in pattern, text features, etc.)
    - What was funny in the book? How do you know?
    - What happened at the beginning of the story? What happened at the end?
    - What is an author? What is an illustrator?
  - Critiquing
    - What did you like/dislike about this book?

    - What did you like/dislike about the illustrations?

Level C

Thinking *within* the Text

- Retelling
    - What is the main idea of the story?
    - What are some key details from the story? (2 to 3)
    - How did the story end?
    - What happened before or after _____?
    - Who are some of the characters in the story?
    - What is the setting of the story?
- Fluency
    - What punctuation do you notice on page _____?
    - How does this punctuation help you read? (pausing, voice inflection etc.)
    - What are these marks called? (point out quotation marks) Why did the author use them?
    - What did you notice about (a bolded word from the text)? How does the author want you to read that word?

Thinking *beyond* the Text

- Predicting
    - **During Reading** – How do you think the book will end?
    - What else might the characters like or do?
    - After reading the text, predict what might happen next or what the character will like or do. What clues helped you with this prediction?
- Making Connections
    - How are the characters the same as you?
    - What does this story remind you of?
    - Can you think of another book that is similar to this one?
    - How is the (topic, characters, ending) similar to (title of another book)?
    - How are the characters and what happens to them in this story the same or different as in a story that you know?

- Synthesizing
    - **Before Reading –** What do you know about (topic of book)?
    - What did you learn about _____ after reading this book?
    - What are the characters doing in this picture?
    - What did you notice about all the things the characters were doing?
- Inferring
    - How were the characters feeling in the book? How do you know?
    - What pictures helped you know _____? How did the pictures help you?
    - How did the author show _____?
    - Why do you think _____?
    - Why did the character _____? How do you know?

Thinking *about* the Text

- o Analyzing
    - o Why do you think the book was called _____?
    - o What was the same about the _____ in the book?
    - o What did you notice was different? (change in pattern, text features, etc.)
    - o What kind of story (genre) is this?
    - o How do you know that _____? (example: How do you know that Mom thought the boy had done a good job?)
    - o What happened at the beginning of the story? What happened at the end?
    - o What is an author? What is an illustrator?
- o Critiquing
    - o What did you like/dislike about this (book, beginning, characters, ending)?
    - o What did you like/dislike about the illustrations in the book?

Level D

Thinking *within* the Text

- Retelling
    - What is the main idea of the story (central message or lesson of the story)?
    - What are some *key* details from the story (2 to 3), ?
    - Retell the story including characters, setting, problem, and solution.
    - How did the story end?
    - What happened before or after _____?
    - Who is telling the story?
- Fluency
    - What punctuation do you notice on page _____?
    - How does this punctuation help you read? (pausing, voice inflection etc.)
    - What are these marks called? (point out quotation marks) Why did the author use them?
    - What did you notice about (a bolded word from the text)? How does the author want you to read that word?

Thinking *beyond* the Text

- Predicting
    - **During Reading** – How do you think the book will end?
    - What else might the characters like or do?
    - After reading the text, predict what might happen next or what the character will like or do. What clues helped you with this prediction?
- Making Connections
    - How are the characters the same as you?
    - What does this story remind you of?
    - Can you think of another book that is similar to this one?
    - How is the (topic, characters, ending) similar to (title of another book)?
    - How is the character the same in this book as in previous books?
    - How are the characters and what happens to them in this story the same or different as in a story that you know?

- Synthesizing
    - **Before Reading –** What do you know about (topic of book or character)?
    - What did you learn about _____ after reading this book? Show where you found this information.
    - What are the characters doing in this picture?
    - What did you notice about all the things the characters were doing?
- Inferring
    - How were the characters feeling in the book? How do you know?
    - What kind of character is _____? How did the author show what this character is like?
    - Why did the character _____? How do you know?
    - What pictures helped you know _____? How did the pictures help you?
    - How did the author show _____?

      o   Why do you think _____?

Thinking *about* the Text

- o Analyzing
  - o What was the same about the _____ in the book?
  - o What did you notice was different? (change in pattern, text features, etc.)
  - o What was funny in the book? How do you know?
  - o What do you notice that made the story funny or surprising?
  - o Talk about what happened at the beginning of the story. Then what happened (events). What happened at the end?
  - o What did the author do to make the characters or situation interesting?
  - o What are the major differences between books that tell stories and books that give information?
  - o How do the illustrations and details in a story help to describe its characters, setting, or events?

- o Critiquing
  - o What did you like/dislike about this (book, beginning, characters, ending)?
  - o What did you like/dislike about the illustrations in this book?
  - o What did you think about (book, beginning, characters, ending)? Why?

Level E

Thinking *within* the Text
- Retelling
  - What is the main idea of the story (central message or lesson of the story)?
  - What are some *key* details from the story (2 to 3)?
  - Retell the events from the text in the order that they happened including the characters, setting, problem, and solution.
  - What was the problem in the story?
  - How did the characters solve the problem?
  - How did the story end?
  - What happened before or after _____?
  - What new information did you learn about _____?
  - Who is telling the story?
- Fluency
  - What punctuation do you notice on page _____?
  - How does this punctuation help you read? (pausing, voice inflection etc.)
  - What are these marks called? (point out quotation marks) Why did the author use them?
  - What did you notice about (a bolded word from the text)? How does the author want you to read that word?
  - How should we read this (phrase, sentence etc.)?

Thinking *beyond* the Text
- Predicting
  - **During Reading** – How do you think the book will end?
  - Based on what you know, what might happen next?
  - After reading the text, predict what might happen next. What clues helped you with this prediction?
- Making Connections
  - How are the characters the same as you?
  - What does this story remind you of?
  - Can you think of another book that is similar to this one?
  - How is the (topic, characters, ending) similar to (title of another book)?
  - How is the character the same in this book as in previous books?
  - What connection can you make (personal, text, world)?
  - What are some similarities and differences between the adventures and experiences of characters in stories?

- Synthesizing
  - **Before Reading –** What do you know about (topic of book or character)?
  - What did you learn about _____ after reading this book? Show where you found this information.
  - What did you notice about all the things the characters were doing?

- Inferring
  - How were the characters feeling in the book? How do you know?
  - Why do you think the character felt _____ or acted _____?
  - What kind of character is _____? How did the author show what this character is like?
  - Why did the character _____? How do you know?
  - What pictures helped you know _____? How did the pictures help you?
  - How did the author show _____?
  - Why do you think _____?
  - How did the character change from _____ to _____? Why?
  - What *caused* _____ to happen? What was the *effect*?
  - What do you think (character) was thinking? Why?

Thinking *about* the Text

- Analyzing
  - What was the same about the _____ in the book?
  - What did you notice was different? (change in pattern, text features, etc.)
  - What was funny in the book? How do you know?
  - What do you notice that made the story funny or surprising?
  - Discuss how the author organized the story (beginning, middle, end).
  - What did the author do to make the characters or situation interesting?
  - What is the *genre* of the book? How do you know?
  - What types of illustrations are in the book (photographs, drawings, etc.)?
  - What text features did you notice in the book? How did they help you understand the book?
  - If applicable, where did you notice a set of directions? How does this help you?
  - What are the major differences between books that tell stories and books that give information?
  - How do the illustrations and details in a story help to describe its characters, setting, or events?

- Critiquing
  - What did you like/dislike about this (book, beginning, characters, ending)?
  - What did you like/dislike about the illustrations in this book?
  - What did you think about (book, beginning, characters, ending)? Why?
  - What was the most important part of the story? Why?
  - Why do you think the author included this information?
  - How does the author use the photographs to give you more information about the topic?
  - How does the author help you learn about _____?

Level F

Thinking *within* the Text

- Retelling
    - What is the main idea of the story (central message or lesson of the story)?
    - What are some *key* details from the story (2 to 3),?
    - Retell the *important* events from the text in the order that they happened including character, setting, problem, and solution.
    - What was the problem in the story?
    - How did the characters solve the problem?
    - How did the story end?
    - What happened before or after _____?
    - What new information did you learn about _____?
    - What happened first? What happened next? What happened last?
    - Who is telling the story?
- Fluency
    - How does punctuation help you read? (pausing, voice inflection etc.)
    - How should we read this (phrase, sentence etc.)?

Thinking *beyond* the Text

- Predicting
    - **During Reading** – How do you think the book will end?
    - Based on what you know, what might happen next?
    - After reading the text, predict what might happen next. What clues helped you with this prediction?
    - Based on the genre or text structure of this book, predict what might happen next.
- Making Connections
    - What does this story remind you of?
    - Can you think of another book that is similar to this one?
    - How is the (topic, characters, ending) similar to (title of another book)?
    - How is the character the same in this book as in previous books?
    - What connection can you make (personal, text, world)?
    - What are some similarities and differences between the adventures and experiences of characters in stories?

- Synthesizing
    - **Before Reading –** What do you know about (topic of book or character)?
    - What did you learn about _____ after reading this book? Show where you found this information.
- Inferring
    - Talk about how the character felt in the book. How do you know?
    - Why do you think the character felt _____ or acted _____?
    - What kind of character is _____? How did the author show what this character is like?
    - Why did the character _____? How do you know?

- o What picture helped you know _____? How did the pictures help you?
- o How did the author show _____?
- o Why do you think _____?
- o How did the character change from _____ to _____? Why?
- o What *caused* _____ to happen? What was the *effect*?
- o How did you feel when the character _____? Why did the character feel and act that way?
- o What do you think (character) was thinking? Why?

Thinking *about* the Text

- o Analyzing
    - o What was the same about the _____ in the book?
    - o What did you notice was different? (change in pattern, text features, etc.)
    - o What did the author do that made the story funny or surprising?
    - o Discuss how the author organized the story. (Beginning, middle, and end)
    - o What did the author do to make the characters or situation interesting?
    - o What is the *genre* of the book? How do you know?
    - o What types of illustrations are in the book (photographs, drawings, etc.)?
    - o What text features did you notice in the book? How did they help you understand the book?
    - o If applicable, discuss chronological order (ex. life cycle).
    - o If applicable, identify the features that make the text realistic fiction or fantasy.
    - o What are the major differences between books that tell stories and books that give information?
    - o How do the illustrations and details in a story help to describe its characters, setting, or events?

- o Critiquing
    - o What did you like/dislike about this (book, beginning, characters, ending)?
    - o What did you like/dislike about the illustrations?
    - o What did you think about (book, beginning, characters, ending)? Why?
    - o What was the most important part of the story? Why?
    - o What do you think about the character's thoughts and behaviors? What makes you say that?
    - o Why do you think the author included this information?
    - o How does the author use the photographs to give you more information about the topic?
    - o How does the author help you learn about _____?

Level G

Thinking *within* the Text

- Retelling
  - What is the main idea of the story (central message or lesson of the story)?
  - What are some *key* details from the story (2 to 3),?
  - Retell the *important* events from the text in the order that they happened including character, setting, problem, events, and solution.
  - What was the problem in the story?
  - How did the characters solve the problem?
  - How did the story end?
  - What new information did you learn about _____?
  - What happened first? What happened next? What happened last?
  - Who is telling the story at different points in the text?

Thinking *beyond* the Text

- Predicting
  - **During Reading** – How do you think the book will end?
  - Based on what you know, what might happen next?
  - After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - Based on the genre or text structure of this book, predict what might happen next.
- Making Connections
  - What does this story remind you of?
  - Can you think of another book that is similar to this one?
  - How is the (topic, characters, ending) similar to (title of another book)?
  - How is the character the same in this book as in previous books?
  - What connection can you make (personal, text, world)?
- Synthesizing
  - What new information has been added to what you already knew about the topic?
  - After reading, has the new information changed your thinking about the topic? (Have the students clarified their knowledge of the topic?)
  - What did you learn about _____ after reading this book? Show where you found this information.
- Inferring
  - Talk about how the character felt in the book. How do you know?
  - Why do you think the character felt _____ or acted _____?
  - What kind of character is _____? How did the author show what this character is like?
  - Why did the character _____? How do you know?
  - Use the pictures to show me additional information that was not stated in the text.
  - How did the author show _____?
  - Why do you think _____?
  - How did the character change from _____ to _____? Why?
  - What *caused* _____ to happen? What was the *effect*?

- o How did you feel when the character _____? Why did the character feel and act that way?
- o What do you think (character) was thinking? Why?

Thinking *about* the Text

- o Analyzing
  - o What was the same about the _____ in the book?
  - o What did you notice was different? (change in pattern, text features, etc.)
  - o What did the author do that made the story funny or surprising?
  - o Discuss how the author organized the story. (Beginning, middle, and end)
  - o What did the author do to make the characters or situation interesting?
  - o What is the *genre* of the book? What are the characteristics of this genre that you noticed? (simple animal fantasy, easy factual texts, realistic fiction, traditional literature, plays)
  - o What types of illustrations are in the book (photographs, drawings, etc.)?
  - o What text features did you notice in the book? How did they help you understand the book?
  - o Could this story really happen? Why?
  - o Why did the author use (juicy word) to describe _____?
  - o Show me where the problem was solved in the story. How do you know?
  - o What feelings do _____(descriptive words or phrases) suggest? What senses are you using to understand ____(descriptive words or phrases)?
  - o What are the major differences between books that tell stories and books that give information?
- o Critiquing
  - o What did you like/dislike about this (book, beginning, characters, ending, pictures)?
  - o What did you like/dislike about the illustrations?
  - o What did you think about (book, beginning, characters, ending)? Why?
  - o What was the most important part of the story? Why?
  - o Why do you think the author included this information?
  - o How does the author use the photographs to give you more information about the topic?
  - o How does the author help you learn about _____?
  - o Do you agree or disagree with _____? Why or why not?
  - o Do the pictures add to your understanding of the book? Why or why not?

Level H

Thinking *within* the Text

- Retelling
    - What is the main idea of the story (central message or lesson of the story)?
    - What are some *key* details from the story (2 to 3),?
    - Retell the *important* events from the text in the order that they happened including character, setting, problem, events and solution.
    - What was the problem in the story?
    - How did the characters solve the problem?
    - How did the story end? If applicable, what was the surprise at the end?
    - What new information did you learn about _____?
    - Who is telling the story at different points in the text?

Thinking *beyond* the Text

- Predicting
    - **During Reading** – How do you think the book will end?
    - Based on what you know, what might happen next?
    - After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
    - Based on the genre or text structure of this book, predict what might happen next.
- Making Connections
    - What does this story remind you of?
    - Can you think of another book that is similar to this one?
    - How is the (topic, characters, ending) similar to (title of another book)?
    - How is the character the same in this book as in previous books?
    - What connection can you make (personal, text, world)?
    - **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
    - **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
    - What are some similarities and differences between the adventures and experiences of characters in stories?

- Synthesizing
    - What new information has been added to what you already knew about the topic?
    - After reading, has the new information changed your thinking about the topic? (Have the students clarified their knowledge of the topic?)
    - What did you learn about _____ after reading this book? Show where you found this information.
    - Why are _____ important to us?
    - Explain _____ in your own words.

- Inferring
    - Talk about how the character felt in the book. How do you know?
    - Why do you think the character felt _____ or acted _____?
    - What kind of character is _____? How did the author show what this character is like?
    - Why did the character _____? How do you know?
    - Use the pictures to show me additional information that was not stated in the text.
    - How did the author show _____?
    - Why do you think _____?
    - How did the character change from _____ to _____? Why?
    - What *caused* _____ to happen? What was the *effect*?
    - How did you feel when the character _____? Why did the character feel and act that way?
    - What do you think (character) was thinking? Why?

Thinking *about* the Text

- Analyzing
    - What was the same about the _____ in the book?
    - What did you notice was different? (change in pattern, text features, etc.)
    - What did the author do that made the story funny or surprising?
    - Discuss how the author organized the story. (Beginning, middle, and end)
    - What did the author do to make the characters or situation interesting?
    - What is the *genre* of the book? What are the characteristics of this genre that you noticed? (simple animal fantasy, easy factual texts, realistic fiction, traditional literature, plays)
    - What types of illustrations are in the book (photographs, drawings, etc.)?
    - What text features did you notice in the book? How did they help you understand the book?
    - Could this story really happen? Why or why not?
    - Why did the author use (juicy word) to describe _____?
    - Show me where the problem was solved in the story. How do you know?
    - Explain the differences between fiction and nonfiction (informational) texts.
    - How was _____ different from all of the rest?
    - Locate the beginning of the text. Locate the series of episodes in the text. Locate the end.
    - What feelings do _____(descriptive words or phrases) suggest? What senses are you using to understand ___(descriptive words or phrases)?
    - What are the major differences between books that tell stories and books that give information?
    - How do the illustrations and details in a story help to describe its characters, setting, or events?
- Critiquing
    - What did you like/dislike about this (book, beginning, characters, ending, pictures)?
    - What did you like/dislike about the illustrations?
    - What did you think about (book, beginning, characters, ending)? Why?
    - What was the most important part of the story? Why?
    - What do you think (character) was thinking? Why?
    - Why do you think the author included this information?
    - How does the author use the photographs to give you more information about the topic?
    - How does the author help you learn about _____?
    - Do you agree or disagree with _____? Why or why not?
    - Do the pictures add to your understanding of the book? How or why not?

Level I

Thinking *within* the Text

- Summarizing
    - What is the main idea of the story (central message, lesson, or moral of the story)?
    - What are some *key* details from the story (2 to 3)?
    - Ask a question about key details in the text that begins with who, what, when, where, how, or why. Answer the question. (Students will develop and answer the questions.)_
    - Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (This could also be written.)
    - What was the problem in the story?
    - How did the characters solve the problem?
    - How did characters in the story respond to major events or challenges?
    - How did the story end? If applicable, what was the surprise at the end?
    - What new information did you learn about _____?
    - Who is telling the story at different points in the text?

Thinking *beyond* the Text

- Predicting
    - **During Reading** – How do you think the book will end?
    - **During Reading** – How do you think the problem will be solved?
    - Based on what you know, what might happen next?
    - After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
    - Based on the genre or text structure of this book, predict what might happen next.
    - Has your prediction happened? How do you know?
- Making Connections
    - What does this story remind you of?
    - Can you think of another book that is similar to this one?
    - How is the (topic, characters, ending) similar to (title of another book)?
    - In a book series, how are the characters' attitudes and behaviors the same? How does this help you as a reader?
    - What connection can you make (personal, text, world)?
    - **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
    - **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
- Synthesizing
    - What new information has been added to what you already knew about the topic?
    - After reading, has the new information changed your thinking about the topic? (Have the students clarified their knowledge of the topic?)
    - What did you learn about _____ after reading this book? Show where you found this information.
    - How has your thinking changed after reading?

- o Why are _____ important to us?
- o Explain _____ in your own words.
- Inferring
  - o Talk about how the character felt in the book. How do you know?
  - o Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - o Why do you think the character felt _____ or acted _____?
  - o What is the character like? How do you know that?
  - o Why did the character _____? How do you know?
  - o How did the author show _____?
  - o Why do you think _____?
  - o How did the character change from _____ to _____? Why?
  - o What happened to cause the character to feel or act _____?
  - o What caused the problem or outcome?
  - o How did you feel when the character _____? Why did the character feel and act that way?

Thinking *about* the Text

- o Analyzing
  - o What did the author do to make the characters or situation interesting?
  - o What is the *genre* of the book? What are the characteristics of this genre that you noticed? (traditional language, literary language, descriptive language)
  - o What types of illustrations are in the book (photographs, drawings, etc.)?
  - o What text features did you notice in the book? How did they help you understand the book?
  - o Could this story really happen? Why or why not?
  - o Why did the author use (juicy word) to describe _____?
  - o Show me where the problem was solved in the story. How do you know?
  - o Explain the differences between fiction and nonfiction (informational) texts.
  - o How was _____ (character, events, items in story) different from the others in the text (character, events, items in story)?
  - o Locate the beginning of the text. Locate the series of episodes in the text. Locate the end.
  - o What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, problem and solution)
  - o What nonfiction text features do you notice? Why did the author choose these features? (photograph, caption, pictures, etc.)
  - o How can you show the characters' different points of view when reading aloud? (using a different voice for each character)If applicable, compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- o Critiquing
  - o What did you like/dislike about this (book, beginning, characters, ending, pictures)?
  - o What did you like/dislike about the illustrations?
  - o What did you think about (book, beginning, characters, ending)? Why?
  - o What was the most important part of the story? Why?
  - o Why do you think the author included this information?
  - o How does the author use the photographs to give you more information about the topic?
  - o How does the author help you learn about _____?
  - o Do you agree or disagree with _____? Why or why not?

Guided Reading Goal Questions

- o Do the pictures or graphics add to your understanding of the book? How or why not?
- o How could the characters have behaved differently?
- o Was this story interesting, funny, or exciting? Tell me why.

Level J

Thinking *within* the Text

- Summarizing
  - What is the main idea of the story (central message, lesson, or moral of the story)?
  - What are some *key* details from the story (2 to 3)?
  - Ask a question about key details in the text that begins with who, what, when, where, how, or why. Answer the question. (Students will develop and answer the questions.)
  - Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (This could also be written.)
  - Summarize ideas from a text and tell how they are related.
  - What was the problem in the story?
  - How did the characters solve the problem?
  - How did characters in the story respond to major events or challenges?
  - How did the story end? If applicable, what was the surprise at the end?
  - What new information did you learn about _____?
  - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Thinking *beyond* the Text

- Predicting
  - **During Reading** – How do you think the book will end?
  - **During Reading** – How do you think the problem will be solved?
  - Based on what you know about a character, predict what he or she will do.
  - Based on what you know, what might happen next?
  - After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - Based on the genre or text structure of this book, predict what might happen next.
  - Has your prediction happened? How do you know?
  - There were a few clues that might have helped you guess _____. What were they?
- Making Connections (Follow up question: How did that connection help you understand the story?)
  - What does this story remind you of?
  - Can you think of another book that is similar to this one?
  - How is the (topic, characters, ending) similar to (title of another book)?
  - What connection can you make (personal, text, world)? Explain how they are connected.
  - **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
  - **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
  - In a book series, how are the characters' attitudes and behaviors the same? How does this help you as a reader?
- Synthesizing
  - What new information has been added to what you already knew about the topic?

- o After reading, has the new information changed your thinking about the topic? (Have the students clarified their knowledge of the topic?)
- o What did you learn about _____ after reading this book? Show where you found this information.
- o How has your thinking changed after reading?
- o Why are _____ important to us?
- o Explain _____ in your own words.
- Inferring
  - o Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - o Why do you think the character felt _____ or acted _____?
  - o What is the character like? How do you know that?
  - o Why did the character _____? How do you know?
  - o How did the author show _____?
  - o Why do you think _____?
  - o How did the character change from _____ to _____? Why?
  - o What happened to cause the character to feel or act _____?
  - o What caused the problem or outcome?
  - o How did you feel when the character _____? How did that help you understand the story?
  - o Why did the character feel and act that way?

Thinking *about* the Text

- o Analyzing
  - o What did the author do to make the characters or situation interesting?
  - o What is the *genre* of the book? What are the aspects of this genre that you noticed? (fiction, nonfiction, realistic stories, traditional literature, fantasy)
  - o If applicable, what was the mystery in the story?
  - o Can you show me some of the pages where the author gave you clues to solve the mystery?
  - o What types of illustrations are in the book (photographs, drawings, etc.)?
  - o What text features did you notice in the book? How did they help you understand the book?
  - o Could this story really happen? Why or why not?
  - o What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
  - o Show me where the problem was resolved in the story. How do you know?
  - o Explain the differences between fiction and nonfiction (informational) texts.
  - o How were _____ (characters, events, items in the story) different from the others?
  - o What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, problem and solution)
  - o What nonfiction text features do you notice? Why did the author choose these features? (photograph, caption, pictures, etc.)
  - o How does the heading help you?
  - o How did the dialogue help you to understand the text?
  - o After reading several books from this author, what similarities do you notice about the author's writing style?

- o If applicable, what writing techniques did the author use? (example: question and answer format)
- o If applicable, how has the author communicated meaning through illustrations and print in a graphic novel?
- o How can you show the characters' different points of view when reading aloud (different voices)?
- o Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- o Critiquing
  - o What did you like/dislike about this (book, beginning, characters, ending)?
  - o What did you like/dislike about the illustrations?
  - o What did you think about (book, beginning, characters, ending)? Why?
  - o What was the most important part of the story? Why?
  - o What do you think (character) was thinking? Why?
  - o Why do you think the author included this information?
  - o How does the author use the photographs to give you more information about the topic?
  - o How does the author help you learn about _____?
  - o Do you agree or disagree with _____? Why or why not?
  - o Do the pictures or graphics add to your understanding of the book? How or why not?
  - o How could the characters have behaved differently?
  - o Was this story interesting, funny, or exciting? Tell me why.

Level K

Thinking *within* the Text

- Summarizing
  - Ask a question about key details in the text that begins with who, what, when, where, how, or why. Answer the question. (Students will develop and answer the questions.)
  - Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (This could also be written.)
  - Summarize ideas from a text and tell how they are related.
  - What was the problem in the story?
  - How did the characters solve the problem?
  - How did characters in the story respond to major events or challenges? How did the story end? If applicable, what was the surprise at the end?
  - What new information did you learn about _____?
  - How do the pictures in a graphic text (novel) help you understand the story?
  - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Thinking *beyond* the Text

- Predicting
  - **During Reading** – How do you think the book will end?
  - **During Reading** – How do you think the problem will be solved?
  - Based on what you know about a character, predict what he or she will do.
  - Based on what you know, what might happen next?
  - After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - Based on the genre or text structure of this book, predict what might happen next.
  - Has your prediction happened? How do you know?
- Making Connections (Follow up question: How did that connection help you understand the story?)
  - What does this story remind you of?
  - Can you think of another book that is similar to this one?
  - How is the (topic, characters, ending) similar to (title of another book)?
  - How is the character the same in this book as in previous books?
  - What connection can you make (personal, text, world)? Explain how they are connected.
  - **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
  - **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
- Synthesizing
  - What new information has been added to what you already knew about the topic?
  - After reading, has the new information changed your thinking about the topic? (Have the students clarified their knowledge of the topic?)
  - What did you learn about _____ after reading this book? Show where you found this information.

- o How has your thinking changed after reading?
- o Why are _____ important to us?
- o Explain _____ in your own words.
- o Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- o Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Inferring
  - o Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - o Why do you think the character felt _____ or acted _____?
  - o What is the character like? How do you know that? (oral or written response)
  - o Why did the character _____? How do you know?
  - o How did the author show _____?
  - o Why do you think _____?
  - o How did the character change from _____ to _____? Why?
  - o What happened to cause the character to feel or act _____?
  - o How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
  - o What caused the problem or outcome?
  - o What is the big idea (theme) of the story?

Thinking *about* the Text

- o Analyzing
  - o What did the author do to make the characters or situation interesting?
  - o What is the *genre* of the book? What are the aspects of this genre that you noticed? (fiction, nonfiction, realistic stories, traditional literature, fantasy)
  - o What types of illustrations are in the book (photographs, drawings, etc.)?
  - o How can the information gained from the illustrations and words in a print or digital text be used to demonstrate understanding of its characters, setting, or plot?
  - o What text features did you notice in the book? How did they help you understand the book?
  - o Could this story really happen? Why or why not?
  - o What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
  - o Show me where the problem was resolved in the story. How do you know?
  - o Explain the differences between fiction and nonfiction (informational) texts.
  - o How was _____ different from all of the rest?
  - o What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, cause and effect, problem and solution)
  - o Show me a page where (identify a text structure element).
  - o How were the beginning and ending parts of the story alike? How were they different?
  - o If applicable, show me some parts of the book that are funny.
  - o What nonfiction text features do you notice? Why did the author choose these features? (headings, photograph, caption, pictures, bold, italics, etc.)
  - o What does the author mean by (figurative language example)? How does it add to the meaning or enjoyment of the text?

- How do the setting and plot of the story relate?
- How did the dialogue help you to understand the text?
- After reading several books from this author, what similarities do you notice about the author's writing style?
- What writing techniques did the author use? (example: question and answer format)
- When reading a graphic novel, how has the author communicated meaning through illustrations and print?
- What is the author's purpose? How do you know?
- How can you show the characters' different points of view when reading aloud (different voices)?
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- Critiquing
  - What did you like/dislike about this (book, beginning, characters, ending, pictures)?
  - What did you think about (book, beginning, characters, ending)? Why?
  - What was the most important part of the story? Why?
  - What do you think (character) was thinking? Why?
  - Why do you think the author included this information?
  - How does the author help you learn about _____?
  - Do you agree or disagree with _____? Why or why not?
  - Do the pictures or graphics add to your understanding of the book? How or why not?
  - How could the characters have behaved differently?
  - Was this story interesting, funny, or exciting? Tell me why.

Level L

Thinking *within* the Text

- Summarizing
    - Ask a question about key details in the text that begins with who, what, when, where, how, or why. Answer the question. (Students will develop and answer the questions.)
    - Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (This could also be a written response.)
    - Summarize ideas or facts from a text and tell how they are related.
    - What was the problem in the story?
    - How did the characters solve the problem?
    - How did characters in the story respond to major events or challenges?
    - How did the story end? If applicable, what was the surprise at the end?
    - What new information did you learn about _____?
    - Look at the photograph/drawing on page _____. What did you learn? (Draw attention to captions.)
    - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Thinking *beyond* the Text

- Predicting
    - **During Reading** – How do you think the book will end?
    - **During Reading** – How do you think the problem will be solved?
    - Based on what you know about a character, predict what he or she will do.
    - Based on what you know, what might happen next?
    - After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
    - Based on the genre or text structure of this book, predict what might happen next.
    - Has your prediction happened? How do you know?
- Making Connections (Follow up question: How did that connection help you understand the story?)
    - What does this story remind you of?
    - Can you think of another book that is similar to this one?
    - How is the (topic, characters, ending) similar to (title of another book)?
    - How is the character the same in this book as in previous books?
    - What connection can you make (personal, text, world)? Explain how they are connected.
    - **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
    - **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
- Synthesizing
    - What new information has been added to what you already knew about the topic?
    - After reading, has the new information changed your thinking about the topic? (Have the students clarified their knowledge of the topic?)

- What did you learn about _____ after reading this book? Show where you found this information.
- How has your thinking changed after reading?
- Why are _____ important to us?
- Explain _____ in your own words.
- What lesson did the character learn in the story?
- How are _____ and _____ alike? How are they different?
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

- Inferring
  - Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - Why do you think the character felt _____ or acted _____?
  - What is the character like? How do you know that? (oral or written response)
  - Tell what you learned about (character).
  - Why did the character _____? How do you know?
  - How did the author show _____?
  - Why do you think _____?
  - How did the character change from _____ to _____? Why?
  - What happened to cause the character to feel or act _____?
  - How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
  - What caused the problem or outcome?
  - What is the big idea (theme) of the story?
  - If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?

Thinking *about* the Text

- Analyzing
  - Talk about what happened at the beginning of the story. Then what happened (events). What happened at the end?
  - What did the author do to make the characters or situation interesting?
  - What is the *genre* of the book? What are the aspects of this genre that you noticed? (fiction, nonfiction, realistic stories, traditional literature, fantasy)
  - What types of illustrations are in the book (photographs, drawings, etc.)?
  - How can the information gained from the illustrations and words in a print or digital text be used to demonstrate understanding of its characters, setting, or plot?
  - What text features did you notice in the book? How did they help you understand the book?
  - Could this story really happen? Why or why not?
  - What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
  - Show me where the problem was resolved in the story. How do you know?
  - Explain the differences between fiction and nonfiction (informational) texts.
  - How was _____ different from all of the rest?

- What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, cause and effect, problem and solution)
- What nonfiction text features do you notice? Why did the author choose these features? (headings, photograph, caption, pictures, bold, italics, etc.)
- Show me a page where (identify a text structure element).
- What does the author mean by (figurative language example)? How does it add to the meaning or enjoyment of the text?
- How do the setting and plot of the story relate?
- How did the dialogue help you to understand the text?
- After reading several books from this author, what similarities do you notice about the author's writing style?
- What writing techniques did the author use? (example: question and answer format)
- When reading a graphic novel, how has the author communicated meaning through illustrations and print?
- If applicable, this book had different kinds of writing in it. What were the different kinds of writing (letters, stories, diary etc.)?
- How can you show the characters' different points of view when reading aloud (different voices)?
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- Critiquing
  - What did you like/dislike about this (book, beginning, characters, ending, pictures)?
  - What did you think about (book, beginning, characters, ending)? Why?
  - What was the most important part of the story? Why?
  - What do you think (character) was thinking? Why?
  - Why do you think the author included this information?
  - How does the author help you learn about _____?
  - Do you agree or disagree with _____? Why or why not?
  - Do the pictures or graphics add to your understanding of the book? How or why not?
  - How could the characters have behaved differently?
  - What did the author do to make this topic/book interesting, funny, or exciting to read about? Why?

Level M

Thinking *within* the Text

- Summarizing
  - Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (This could also be a written response.)
  - Summarize ideas and facts from a text and tell how they are related.
  - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
  - What was the problem in the story?
  - How did the characters solve the problem?
  - How did the story end? If applicable, what was the surprise at the end?
  - What new information did you learn about _____?
  - Look at the photograph/drawing on page _____. What did you learn? (Draw attention to captions.)
  - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Thinking *beyond* the Text

- Predicting
  - **During Reading** – How do you think the book will end?
  - **During Reading** – How do you think the problem will be solved?
  - Based on what you know about a character, predict what he or she will do.
  - Based on what you know, what might happen next?
  - After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - Based on the genre or text structure of this book, predict what might happen next.
  - Has your prediction happened? How do you know?
- Making Connections (Follow up question: How did that connection help you understand the story?)
  - What does this story remind you of?
  - Can you think of another book that is similar to this one?
  - How is the (topic, characters, ending) similar to (title of another book)?
  - How is the character the same in this book as in previous books?
  - What connection can you make (personal, text, world)? Explain how they are connected. (oral or written response)
  - **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
  - **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
- Synthesizing
  - What new information has been added to what you already knew about the topic?

- o After reading, has the new information changed your thinking about the topic? (Have the students clarified their knowledge of the topic?)
- o What did you learn about _____ after reading this book? Show where you found this information. (oral or written response)
- o How has your thinking changed after reading? What does the writer say that makes you think that?
- o Why are _____ important to us?
- o Explain _____ in your own words.
- o What lesson did the character learn in the story?
- o How are _____ and _____ alike? How are they different?
- o Tell how and why the character changed throughout the story.
- Inferring
  - o Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - o Why do you think the character felt _____ or acted _____?
  - o Tell what you learned about (character).
  - o Why did the character _____? How do you know?
  - o How did the author show _____?
  - o Why do you think _____?
  - o How did the character change from _____ to _____? What caused this change?
  - o What happened to cause the character to feel or act _____?
  - o How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
  - o What caused the problem or outcome?
  - o What is the big idea/theme of the story?
  - o If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?
  - o Let's discuss the story. Did anyone understand the story differently? What makes you think this?
  - o What were the major events that led to the problem or the solution?

Thinking *about* the Text

- o Analyzing
  - o Talk about what happened at the beginning of the story. Then what happened (events). What happened at the end?
  - o What did the author do to make the characters or situation interesting?
  - o What is the *genre* of the book? What are the aspects of this genre that you noticed? (realistic and historical fiction, biography, other nonfiction, fantasy)
  - o What types of illustrations are in the book (photographs, drawings, etc.)?
  - o What text features did you notice in the book? How did they help you understand the book?
  - o Could this story really happen? Why or why not?
  - o Give an example of a description the writer used to show what _____ was like. Why did the writer use this description?
  - o Explain the differences between fiction and nonfiction (informational) texts.
  - o How was _____ different from all of the rest?
  - o Locate the beginning of the text. Locate the series of episodes in the text. Locate the end.

- o What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, cause and effect, problem and solution)
- o What nonfiction text features do you notice? Why did the author choose these features? (table of contents, headings, photograph, caption, pictures, bold, italics, etc.)
- o Show me a page where (identify a text structure element).
- o What does the author mean by (figurative language example; literal or nonliteral word or phrase such as "it was raining cats and dogs")? How does it add to the meaning or enjoyment of the text?
- o How do the setting and plot of the story relate?
- o How did the dialogue help you to understand the text?
- o After reading several books from this author, what similarities do you notice about the author's writing style?
- o If applicable, what writing techniques did the author use? (example: question and answer format)
- o If applicable, how has the author communicated meaning through illustrations and print in a graphic novel?
- o If applicable, this book had different kinds of writing in it. What were the different kinds of writing (letters, stories, diary etc.)?
- o How does the author show what (character) was like?
- o How did the writer help you understand two different points of view about _____?
- o How did the author show _____?
- o What do you think the author wants you to think about _____? What do you think she might want you to do after you read this book?
- o Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- o Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- o Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- o How is your point of view different or the same as the narrator or characters in the text?
- o Critiquing
  - o What did you like/dislike about this (book, beginning, characters, ending, pictures)?
  - o What did you think about (book, beginning, characters, ending)? Why?
  - o What was the most important part of the story? Why?
  - o What do you think (character) was thinking? Why?
  - o Why do you think the author included this information?
  - o How does the author help you learn about _____?
  - o Do you agree or disagree with _____? Why or why not?
  - o Do the pictures or graphics add to your understanding of the book? How or why not?
  - o How could the characters have behaved differently?
  - o What did the author do to make this topic/book interesting, funny, or exciting to read about? Why?
  - o If applicable, what do you think the author's opinion of the subject is? Do you agree or disagree with this opinion? Why or why not?
  - o How did the writer make this book interesting/enjoyable?

Level N

Thinking *within* the Text

- Summarizing
  - o Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (This could also be a written response.)
  - o Summarize ideas and facts from a text and tell how they are related.
  - o Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
  - o What was the problem in the story?
  - o How did the characters solve the problem?
  - o How did the story end? If applicable, what was the surprise at the end?
  - o What new information did you learn about _____?
  - o Look at the photograph/drawing on page _____. What did you learn? (Draw attention to captions.)
  - o Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
  - o Summarize the important events at intervals during the reading of a longer text.
  - o Sequence the actions from a graphic text.
  - o What was the big problem in the story? What other problems did the characters encounter?
  - o Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - o Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Thinking *beyond* the Text

- Predicting
  - o Based on what you know about a character, predict what he or she will do.
  - o Based on what you know, what might happen next?
  - o After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - o Based on the genre or text structure of this book, predict what might happen next.
  - o Has your prediction happened? How do you know?
- Making Connections (Follow up question: How did that connection help you understand the story?)
  - o Can you think of another book that is similar to this one?
  - o How is the (topic, characters, ending) similar to (title of another book)?
  - o How is the character the same in this book as in previous books?
  - o What connection can you make (personal, text, world)? Explain how they are connected.
  - o **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
  - o **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
  - o **Written Response:** What connections can you make between this text and another text that you have read?

- Synthesizing
    - What new information has been added to what you already knew about the topic?
    - After reading, has the new information changed your thinking about the topic? (Have the students clarified their knowledge of the topic?)
    - What did you learn about _____ after reading this book? Show where you found this information.
    - How has your thinking changed after reading?
    - Why are _____ important to us?
    - Explain _____ in your own words.
    - What lesson did the character learn in the story?
    - How are _____ and _____ alike? How are they different?
- Inferring
    - Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
    - Why do you think the character felt _____ or acted _____?
    - Tell what you learned about (character).
    - Why did the character _____? How do you know?
    - How did the author show _____?
    - Why do you think _____?
    - How did the character change from _____ to _____? Why?
    - What happened to cause the character to feel or act _____?
    - How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
    - What caused the problem or outcome?
    - What is the big idea/theme of the story?
    - If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?
    - Let's discuss the story. Did anyone understand the story differently? What makes you think this?
    - What were the major events that led to the problem or the solution?

Thinking *about* the Text

- Analyzing
    - What did the author do to make the characters or situation interesting?
    - What is the *genre* of the book? What are the aspects of this genre that you noticed? (fiction, nonfiction, realistic stories, traditional literature, fantasy)
    - What types of illustrations are in the book (photographs, drawings, etc.)?
    - What text features did you notice in the book? How did they help you understand the book?
    - Could this story really happen? Why or why not?
    - What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
    - Show me where the problem was resolved in the story. How do you know?
    - Explain the differences between fiction and nonfiction (informational) texts.
    - How was _____ different from all of the rest?

- What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, cause and effect, problem and solution)
- What nonfiction text features do you notice? Why did the author choose these features? (headings, photograph, caption, pictures, bold, italics, etc.)
- Show me a page where (identify a text structure element).
- How do the setting and plot of the story relate?
- How did the dialogue help you to understand the text?
- After reading several books from this author, what similarities do you notice about the author's writing style?
- What writing techniques did the author use? (example: question and answer format)
- When reading a graphic novel, how has the author communicated meaning through illustrations and print?
- If applicable, this book had different kinds of writing in it. What were the different kinds of writing (letters, stories, diary etc.)?
- How does the author show what (character) was like even if he/she wasn't in the story most of the time?
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- How is your point of view different or the same as the narrator or characters in the text?
- What does the author mean by (figurative language example; literal or nonliteral word or phrase such as "it was raining cats and dogs")? How does it add to the meaning or enjoyment of the text?
- Critiquing
  - What did you like/dislike about this (book, beginning, characters, ending, pictures)?
  - What did you think about (book, beginning, characters, ending)? Why?
  - What was the most important part of the story? Why?
  - What do you think (character) was thinking? Why?
  - Why do you think the author included this information?
  - How does the author help you learn about _____?
  - Do you agree or disagree with _____? Why or why not?
  - Do the pictures or graphics add to your understanding of the book? How or why not?
  - How could the characters have behaved differently?
  - What did the author do to make this topic/book interesting, funny, or exciting to read about? Why?

Level O

Thinking *within* the Text

- Summarizing
    - o Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (This could also be a written response.)
    - o Summarize ideas and facts from a text and tell how they are related.
    - o Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
    - o What was the problem in the story?
    - o How did the characters solve the problem?
    - o How did the story end? If applicable, what was the surprise at the end?
    - o What new information did you learn about _____?
    - o Look at the photograph/drawing on page _____. What did you learn? (Draw attention to captions.)
    - o Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
    - o Summarize the important events at intervals during the reading of a longer text.
    - o Sequence the actions from a graphic text.
    - o What was the big problem in the story? What other problems did the characters encounter?
    - o Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
    - o Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Thinking *beyond* the Text

- Predicting
    - o Based on what you know about a character, predict what he or she will do.
    - o Based on what you know, what might happen next?
    - o After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
    - o Based on the genre or text structure of this book, predict what might happen next.
    - o Has your prediction happened? How do you know?
    - o
- Making Connections (Follow-up Question: How did that connection help you understand the story?)
    - o Can you think of another book that is similar to this one?
    - o How is the (topic, characters, ending) similar to (title of another book)?
    - o How is the character the same in this book as in previous books?
    - o What connection can you make (personal, text, world)? Explain how they are connected.
    - o **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
    - o **Before, During, and After Reading -** How did what you know about the topic help you understand the text?

- o Based on a similar experience that you have had, what connection can you make to the character or events?
- o **Written Response:** What connections can you make between this text and another text that you have read?
- o What did you learn about _____ culture in _____ text that helps you understand the culture in this text?

- Synthesizing
  - o What new information has been added to what you already knew about the topic?
  - o After reading, has the new information changed your thinking about the topic? (Have the students clarified their knowledge of the topic?)
  - o What did you learn about _____ after reading this book? Show where you found this information.
  - o How has your thinking changed after reading?
  - o Why are _____ important to us?
  - o Explain _____ in your own words.
  - o What lesson did the character learn in the story?
  - o How are _____ and _____ alike? How are they different?
  - o How did you group the information in the text as you were reading? How did your grouping change?

- Inferring
  - o Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - o Why do you think the character felt _____ or acted _____?
  - o Tell what you learned about (character).
  - o Why did the character _____? How do you know?
  - o How did the author show _____?
  - o Why do you think _____?
  - o How did the character change from _____ to _____? Why?
  - o What happened to cause the character to feel or act _____?
  - o How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
  - o What caused the problem or outcome?
  - o What is the big idea/theme of the text? How do they apply to our lives today?
  - o If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?
  - o Let's discuss the story. Did anyone understand the story differently? What makes you think this?
  - o What were the major events that led to the problem or the solution?
  - o How did the characters feelings towards each other change from _____ to _____? Why?

Thinking *about* the Text

- o Analyzing
  - o What did the author do to make the characters or situation interesting?
  - o What is the *genre* of the book? What are the aspects of this genre that you noticed? (fiction, nonfiction, realistic stories, traditional literature, fantasy)
  - o What types of illustrations are in the book (photographs, drawings, etc.)?

- What text features did you notice in the book? How did they help you understand the book?
- Could this story really happen? Why or why not?
- What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
- Show me where the problem was resolved in the story. How do you know?
- Explain the differences between fiction and nonfiction (informational) texts.
- How was _____ different from all of the rest?
- What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, cause and effect, problem and solution)
- What nonfiction text features do you notice? Why did the author choose these features? (headings, photograph, caption, pictures, bold, italics, etc.)
- Show me a page where (identify a text structure element).
- How is the setting important to the story?
- How did the dialogue help you to understand the text?
- After reading several books from this author, what similarities do you notice about the author's writing style?
- What writing techniques did the author use? (example: question and answer format)
- When reading a graphic novel, how has the author communicated meaning through illustrations and print?
- If applicable, this book had different kinds of writing in it. What were the different kinds of writing (letters, stories, diary etc.)?
- How does the author show what (character) was like even if he/she wasn't in the story most of the time?
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- What does the writer mean by _____?
- Find the part of the story where the writer showed _____.
- What did the writer want you to learn from this book?
- How is your point of view different or the same as the narrator or characters in the text?
- What does the author mean by (figurative language example; literal or nonliteral word or phrase such as "it was raining cats and dogs")? How does it add to the meaning or enjoyment of the text?

- Critiquing
  - What did you like/dislike about this (book, beginning, characters, ending)?
  - What did you think about (book, beginning, characters, ending)? Why?
  - What was the most important part of the story? Why?
  - What do you think (character) was thinking? Why?
  - Why do you think the author included this information?
  - How does the author help you learn about _____?
  - Do you agree or disagree with _____? Why or why not?
  - Do the pictures or graphics add to your understanding of the book? How or why not?

- How could the characters have behaved differently?
- What did the author do to make this topic/book interesting, funny, or exciting to read about? Why?
- Is this a realistic portrayal of what could happen in this situation or time period? Why or why not? (i.e. historical fiction)
- Was the title of the text a good one? Why or why not?

Level P

Thinking *within* the Text

- Summarizing
  - o Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (This could also be a written response.)
  - o Summarize ideas from a text and tell how they are related.
  - o Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
  - o What was the problem in the story?
  - o How did the characters solve the problem?
  - o How did the story end? If applicable, what was the surprise at the end?
  - o What new information did you learn about _____?
  - o Look at the photograph/drawing on page _____. What did you learn?
  - o Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
  - o Summarize the important events at intervals during the reading of a longer text.
  - o Sequence the actions from a graphic text.
  - o What was the big problem in the story? What other problems did the characters encounter?
  - o Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - o Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
  - o Tell the important ideas in an organized way (orally or written response).

Thinking *beyond* the Text

- Predicting
  - o Based on what you know about a character, predict what he or she will do.
  - o Based on what you know, what might happen next?
  - o After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - o Has your prediction happened? How do you know?
  - o Based on clues from the story, predict what the character will do next, feel, etc.
- Making Connections (Follow-up Question: How did that connection help you understand the story?)
  - o Can you think of another book that is similar to this one?
  - o How is the (topic, characters, ending) similar to (title of another book)?
  - o How is the character the same in this book as in previous books?
  - o What connection can you make (personal, text, world)? Explain how they are connected.
  - o **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
  - o **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
  - o Based on a personal experience, what connection can you make to the people of other cultures, times, and places?

- o **Written Response:** What connections can you make between this text and another text that you have read?
  - o What did you learn about _____ culture in _____ text that helps you understand the culture in this text?
- Synthesizing
  - o What new information has been added to what you already knew about the topic?
  - o After reading, has the new information changed your thinking about the topic? (Different people and cultures)
  - o What did you learn about _____ after reading this book? Show where you found this information.
  - o How has your thinking changed after reading? Why?
  - o Why are _____ important to us?
  - o Explain _____ in your own words.
  - o What lesson did the character learn in the story?
  - o How are _____ and _____ alike? How are they different?
  - o How did you group the information in the text as you were reading? How did you grouping change?
- Inferring
  - o Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - o Why do you think the character felt _____ or acted _____?
  - o Tell what you learned about (character).
  - o Why did the character _____? How do you know?
  - o How did the author show _____?
  - o Why do you think _____?
  - o How did the character change from _____ to _____? Why?
  - o What happened to cause the character to feel or act _____?
  - o How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
  - o What caused the problem or outcome?
  - o What is the big idea/theme of the text? How do they apply to our lives today?
  - o If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?
  - o Let's discuss the story. Did anyone understand the story differently? What makes you think this?
  - o What were the major events that led to the problem or the solution?
  - o How did the characters feelings towards each other change from _____ to _____? Why?
  - o What caused the character to feel or act a certain way? What was the effect?
  - o Based on the dialogue, what are the characters feeling?
  - o Based on the characters actions or motives, why did he or she behave that way (even if you don't agree with their actions or motives)?

Thinking *about* the Text

- o Analyzing
  - o What did the author do to make the characters or situation interesting?

- o What is the *genre* of the book? What are the aspects of this genre that you noticed? (realistic and historical fiction, simple fantasy, biography, and other nonfiction)
- o What text features did you notice in the book? How did they help you understand the book?
- o Could this story really happen? Why or why not?
- o What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
- o Show me where the problem was resolved in the story. How do you know?
- o Explain the differences between fiction and nonfiction (informational) texts.
- o How was _____ different from all of the rest?
- o What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, cause and effect, problem and solution)
- o What nonfiction text features do you notice? Why did the author choose these features? (headings, photograph, caption, pictures, bold, italics, etc.)
- o Show me a page where (identify a text structure element).
- o How is the setting important to the story?
- o How did the dialogue help you to understand the text?
- o After reading several books from this author, what similarities do you notice about the author's writing style?
- o What writing techniques did the author use? (example: question and answer format)
- o When reading a graphic novel, how has the author communicated meaning through illustrations and print?
- o If applicable, this book had different kinds of writing in it. What were the different kinds of writing (letters, stories, diary etc.)?
- o How does the author show what (character) was like even if he/she wasn't in the story most of the time?
- o Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- o Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- o Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- o What does the writer mean by _____?
- o Find the part of the story where the writer showed _____.
- o What did the writer want you to learn from this book?
- o Identify characteristics of genre in a combined or hybrid text (i.e. a text that combines fiction and non-fiction).
- o How did the writer build interest and suspense throughout the story?
- o What elements of fantasy did you notice in this text (i.e. motif, symbolism, magic)?
- o How did the graphics add to the quality of the text or provide additional information?
- o How do you know that the author is qualified to write about this topic?
- o How is your point of view different or the same as the narrator or characters in the text?
- o What does the author mean by (figurative language example; literal or nonliteral word or phrase such as "it was raining cats and dogs")? How does it add to the meaning or enjoyment of the text?
  - o Critiquing
    - o What did you like/dislike about this (book, beginning, characters, ending)?

Guided Reading Goal Questions

- o What did you think about (book, beginning, characters, ending)? Why?
- o What was the most important part of the story? Why?
- o What do you think (character) was thinking? Why?
- o Why do you think the author included this information?
- o How does the author help you learn about _____?
- o Do you agree or disagree with _____? Why or why not?
- o Do the pictures or graphics add to your understanding of the book? How or why not?
- o How could the characters have behaved differently?
- o What did the author do to make this topic/book interesting, funny, or exciting to read about? Why?
- o Is this a realistic portrayal of what could happen in this situation or time period? Why or why not? (i.e. historical fiction)
- o Was the title of the text a good one? Why or why not?
- o How did the graphics add to the quality of the text or provide additional information?
- o How do you know that the author is qualified to write about this topic?

Level Q

Thinking *within* the Text

- Summarizing
  - o Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
  - o Summarize ideas from a text and tell how they are related.
  - o Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
  - o What was the problem in the story?
  - o How did the characters solve the problem?
  - o How did the story end? If applicable, what was the surprise at the end?
  - o What new information did you learn about _____?
  - o Look at the photograph/drawing on page _____. What did you learn?
  - o Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
  - o Summarize the important events at intervals during the reading of a longer text.
  - o Sequence the actions from a graphic text.
  - o What was the big problem in the story? What other problems did the characters encounter?
  - o Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - o Determine a theme of a story, drama, or poem from details in a text; summarize the text.
  - o Tell the important ideas in an organized way (orally or written response).

Thinking *beyond* the Text

- Predicting
  - o Based on what you know about a character, predict what he or she will do.
  - o Based on what you know, what might happen next?
  - o After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - o Has your prediction happened? How do you know?
  - o Based on clues from the story, predict what the character will do next, feel, etc.
- Making Connections (Follow-up Question: How did that connection help you understand the story?)
  - o Can you think of another book that is similar to this one?
  - o How is the (topic, characters, ending) similar to (title of another book)?
  - o How is the character the same in this book as in previous books?
  - o What connection can you make (personal, text, world)? Explain how they are connected.
  - o **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
  - o **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
  - o Based on a personal experience, what connections can you make to the people of other cultures, times, and places?

- o **Written Response:** What connections can you make between this text and another text that you have read?
  - o What did you learn about _____ culture in _____ text that helps you understand the culture in this text?
- Synthesizing
  - o What new information has been added to what you already knew about the topic?
  - o After reading, has the new information changed your thinking about the topic? (Different people and cultures)
  - o What did you learn about _____ after reading this book? Show where you found this information.
  - o How has your thinking changed after reading? Why?
  - o Why are _____ important to us?
  - o Explain _____ in your own words.
  - o What lesson did the character learn in the story?
  - o How are _____ and _____ alike? How are they different?
  - o How did you group the information in the text as you were reading? How did you grouping change?
- Inferring
  - o Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - o Why do you think the character felt _____ or acted _____?
  - o Tell what you learned about (character).
  - o Why did the character _____? How do you know?
  - o How did the author show _____?
  - o Why do you think _____?
  - o How did the character change from _____ to _____? Why?
  - o What happened to cause the character to feel or act _____?
  - o How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
  - o What caused the problem or outcome?
  - o What is the big idea/theme of the text? How do they apply to our lives today?
  - o If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?
  - o Let's discuss the story. Did anyone understand the story differently? What makes you think this?
  - o What were the major events that led to the problem or the solution?
  - o How did the characters feelings towards each other change from _____ to _____? Why?
  - o What caused the character to feel or act a certain way? What was the effect?
  - o Based on the dialogue, what are the characters feeling?
  - o Based on the characters actions or motives, why did he or she behave that way (even if you don't agree with their actions or motives)?

Thinking *about* the Text

- o Analyzing
  - o What did the author do to make the characters, situation, or topic interesting?

- What is the *genre* of the book? What are the aspects of this genre that you noticed? (realistic and historical fiction, complex fantasy, biography, autobiography, memoirs and diaries, and other nonfiction)
- What text features did you notice in the book? How did they help you understand the book?
- Could this story really happen? Why or why not?
- What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
- Show me where the problem was resolved in the story. How do you know?
- Explain the differences between fiction and nonfiction (informational) texts.
- How was _____ different from all of the rest?
- Look at the way the writer ended the book. Do you think this was a good way to end? Why or why not?
- What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, cause and effect, problem and solution) (oral, written, or drawn form)
- Show me a page where (identify a text structure element).
- What role does the setting play (realistic fiction, historical fiction, fantasy)?
- After reading several books from this author, what similarities do you notice about the author's writing style?
- What aspects of writer's craft (style, language, perspective, theme) did you notice after reading several texts by this author?
- When reading a graphic novel, how has the author communicated meaning through illustrations and print?
- If applicable, this book had different kinds of writing in it. What were the different kinds of writing (letters, stories, diary etc.)?
- How does the author show what (character) was like even if he/she wasn't in the story most of the time?
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- What does the writer mean by _____?
- Find the part of the story where the writer showed _____.
- What did the writer want you to learn from this book?
- Identify characteristics of genre in a combined or hybrid text (i.e. a text that combines fiction and non-fiction).
- How did the writer build interest and suspense throughout the story?
- What elements of fantasy did you notice in this text (i.e. motif, symbolism, magic)?
- How did the graphics add to the quality of the text or provide additional information?
- How do you know that the author is qualified to write about this topic?
- If applicable, how did the use of special types of language, such as irony, add to the quality (enjoyment and understanding) of the text?
- What was the writer's message?
- What was the most important part of the story and why?

- o Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).
- o Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- o Critiquing
  - o What did you like/dislike about this (book, beginning, characters, ending)?
  - o What did you think about (book, beginning, characters, ending)? Why?
  - o What was the most important part of the story? Why?
  - o What do you think (character) was thinking? Why?
  - o Why do you think the author included this information?
  - o How does the author help you learn about _____?
  - o Do you agree or disagree with _____? Why or why not?
  - o Do the pictures or graphics add to your understanding of the book? How or why not?
  - o How could the characters have behaved differently?
  - o What did the author do to make this topic/book interesting, funny, or exciting to read about? Why?
  - o Is this a realistic portrayal of what could happen in this situation or time period? Why or why not? (i.e. historical fiction)
  - o Was the title of the text a good one? Why or why not?
  - o How did the graphics add to the quality of the text or provide additional information?
  - o How do you know that the author is qualified to write about this topic?
  - o Share you genre preferences. Support your answer with specific descriptions of text features. What aspects of the genre do you like?

Level R

Thinking *within* the Text

- Summarizing
    - Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
    - Summarize ideas from a text and tell how they are related.
    - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
    - What was the problem in the story?
    - How did the characters solve the problem?
    - How did the story end? If applicable, what was the surprise at the end?
    - What new information did you learn about _____?
    - Look at the photograph/drawing on page _____.   What did you learn?
    - Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
    - Summarize the important events at intervals during the reading of a longer text.
    - Sequence the actions from a graphic text.
    - What was the big problem in the story? What other problems did the characters encounter?
    - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
    - Determine a theme of a story, drama, or poem from details in a text; summarize the text.
    - Tell the important ideas in an organized way (orally or written response).
    - Summarize chapters, short stories, or sequels in order to understand larger themes.

Thinking *beyond* the Text

- Predicting
    - Based on what you know about a character, predict what he or she will do.
    - Based on what you know, what might happen next?
    - After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
    - Has your prediction happened? How do you know?
    - Based on clues from the story, predict what the character will do next, feel, etc.
    - With new events in the story, how has your prediction changed?
- Making Connections (Follow-up Question: How did that connection help you understand the story?)
    - Can you think of another book that is similar to this one?
    - How is the (topic, characters, ending) similar to (title of another book)?
    - How is the character the same in this book as in previous books?
    - What connection can you make (personal, text, world)? Explain how they are connected.
    - **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
    - **Before, During, and After Reading -** How did what you know about the topic help you understand the text?

- o Based on a personal experience, what connections can you make to the people of other cultures, times, and places?
- o **Written Response:** What connections can you make between this text and another text that you have read?
- o What did you learn about _____ culture in _____ text that helps you understand the culture in this text?
- o How is the character in this text similar to a character in another text, based on similar setting, type of problem or type of person?
- Synthesizing
  - o What new information has been added to what you already knew about the topic?
  - o After reading, has the new information changed your thinking about the topic? (Different people and cultures)
  - o What did you learn about _____ after reading this book? Show where you found this information.
  - o How has your thinking changed after reading? Why?
  - o Why are _____ important to us?
  - o Explain _____ in your own words.
  - o What lesson did the character learn in the story?
  - o How are _____ and _____ alike? How are they different?
  - o How did you group the information in the text as you were reading? How did you grouping change?
  - o How do you have a better understanding of a character or plot after reading another chapter, connected short story, or sequel?
- Inferring
  - o Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - o Why do you think the character felt _____ or acted _____?
  - o Tell what you learned about (character).
  - o Why did the character _____? How do you know?
  - o How did the author show _____?
  - o Why do you think _____?
  - o How did the character change from _____ to _____? Why?
  - o What happened to cause the character to feel or act _____?
  - o How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
  - o What caused the problem or outcome?
  - o What is the big idea/theme of the text? How do they apply to our lives today?
  - o If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?
  - o Let's discuss the story. Did anyone understand the story differently? What makes you think this?
  - o What were the major events that led to the problem or the solution?
  - o How did the characters feelings towards each other change from _____ to _____? Why?
  - o What caused the character to feel or act a certain way? What was the effect?
  - o Based on the dialogue, what are the characters feeling?
  - o Based on the characters actions or motives, why did he or she behave that way (even if you don't agree with their actions or motives)?

Thinking *about* the Text

- o Analyzing
  - o What did the author do to make the characters, situation, or topic interesting?
  - o What is the *genre* of the book? What are the aspects of this genre that you noticed? (realistic and historical fiction, complex fantasy, biography, autobiography, memoirs and diaries, and other nonfiction)
  - o What text features did you notice in the book? How did they help you understand the book?
  - o Could this story really happen? Why or why not?
  - o What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
  - o Show me where the problem was resolved in the story. How do you know?
  - o Explain the differences between fiction and nonfiction (informational) texts.
  - o How was _____ different from all of the rest?
  - o Look at the way the writer ended the book. Do you think this was a good way to end? Why or why not?
  - o What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, cause and effect, problem and solution) (oral, written, or drawn form)
  - o Show me a page where (identify a text structure element).
  - o What role does the setting play (realistic fiction, historical fiction, fantasy)?
  - o After reading several books from this author, what similarities do you notice about the author's writing style?
  - o What aspects of writer's craft (style, language, perspective, theme) did you notice after reading several texts by this author?
  - o When reading a graphic novel, how has the author communicated meaning through illustrations and print?
  - o If applicable, this book had different kinds of writing in it. What were the different kinds of writing (letters, stories, diary etc.)?
  - o How does the author show what (character) was like even if he/she wasn't in the story most of the time?
  - o Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
  - o Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
  - o Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
  - o What does the writer mean by _____? (phrase from the text that contains multiple meanings)
  - o Find the part of the story where the writer showed _____.
  - o What did the writer want you to learn from this book?
  - o Identify characteristics of genre in a combined or hybrid text (i.e. a text that combines fiction and non-fiction).
  - o How did the writer build interest and suspense throughout the story?
  - o What elements of fantasy did you notice in this text (i.e. motif, symbolism, magic)?
  - o How did the graphics add to the quality of the text or provide additional information?
  - o How do you know that the author is qualified to write about this topic?

- o If applicable, how did the use of special types of language, such as irony, add to the quality (enjoyment and understanding) of the text?
- o What was the writer's message?
- o What was the most important part of the story and why?
- o If applicable, what was happening during this part of the story (distinguish between jokes, flashback, dream sequence, fantasy, real events)?
- o Show a place in the book where the writer showed you _____(descriptive phrases). How did this help you?
- o Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).
- o Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- o Critiquing
  - o What did you like/dislike about this (book, beginning, characters, ending)?
  - o What did you think about (book, beginning, characters, ending)? Why?
  - o What was the most important part of the story? Why?
  - o What do you think (character) was thinking? Why?
  - o Why do you think the author included this information?
  - o How does the author help you learn about _____?
  - o Do you agree or disagree with _____? Why or why not?
  - o Do the pictures or graphics add to your understanding of the book? How or why not?
  - o How could the characters have behaved differently?
  - o What did the author do to make this topic/book interesting, funny, or exciting to read about? Why?
  - o Is this a realistic portrayal of what could happen in this situation or time period? Why or why not? (i.e. historical fiction)
  - o Was the title of the text a good one? Why or why not?
  - o How did the graphics add to the quality of the text or provide additional information?
  - o How do you know that the author is qualified to write about this topic?
  - o Share you genre preferences. Support your answer with specific descriptions of text features. What aspects of the genre do you like?

Level S

Thinking *within* the Text

- Summarizing
  - o Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
  - o Summarize ideas from a text and tell how they are related.
  - o Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
  - o What was the problem in the story?
  - o How did the characters solve the problem?
  - o How did the story end? If applicable, what was the surprise at the end?
  - o What new information did you learn about _____?
  - o Look at the photograph/drawing on page _____. What did you learn?
  - o Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
  - o Summarize the important events at intervals during the reading of a longer text.
  - o Sequence the actions from a graphic text.
  - o What was the big problem in the story? What other problems did the characters encounter?
  - o Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - o Determine a theme of a story, drama, or poem from details in a text; summarize the text.
  - o Tell the important ideas in an organized way (orally or written response).
  - o Summarize chapters, short stories, or sequels in order to understand larger themes.
  - o What were the events that led to the ending?

Thinking *beyond* the Text

- Predicting
  - o Based on what you know about a character, predict what he or she will do.
  - o Based on what you know, what might happen next?
  - o After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - o Has your prediction happened? How do you know?
  - o Based on clues from the story, predict what the character will do next, feel, etc.
  - o With new events in the story, how has your prediction changed?
- Making Connections (Follow-up Question: How did that connection help you understand the story?)
  - o Can you think of another book that is similar to this one?
  - o How is the (topic, characters, ending) similar to (title of another book)?
  - o How is the character the same in this book as in previous books?
  - o What connection can you make (personal, text, world)? Explain how they are connected.
  - o **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
  - o **Before, During, and After Reading -** How did what you know about the topic help you understand the text?

- o Based on a personal experience, what connections can you make to the people of other cultures, times, and places?
- o **Written Response:** What connections can you make between this text and another text that you have read?
- o What did you learn about _____ culture in _____ text that helps you understand the culture in this text?
- o How is the character in this text similar to a character in another text, based on similar setting, type of problem or type of person?
- Synthesizing
  - o What new information has been added to what you already knew about the topic?
  - o After reading, has the new information changed your thinking about the topic? (Different people and cultures)
  - o What did you learn about _____ after reading this book? Show where you found this information.
  - o How has your thinking changed after reading? Why?
  - o Why are _____ important to us?
  - o Explain _____ in your own words.
  - o What lesson did the character learn in the story?
  - o How are _____ and _____ alike? How are they different?
  - o How did you group the information in the text as you were reading? How did you grouping change?
  - o How do you have a better understanding of a character or plot after reading another chapter, connected short story, or sequel?
- Inferring
  - o Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - o Why do you think the character felt _____ or acted _____?
  - o Tell what you learned about (character).
  - o Why did the character _____? How do you know?
  - o How did the author show _____?
  - o Why do you think _____?
  - o How did the character change from _____ to _____? Why?
  - o What happened to cause the character to feel or act _____?
  - o How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
  - o What caused the problem or outcome?
  - o What is the big idea/theme of the text? How do they apply to our lives today?
  - o If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?
  - o Let's discuss the story. Did anyone understand the story differently? What makes you think this?
  - o What were the major events that led to the problem or the solution?
  - o How did the characters feelings towards each other change from _____ to _____? Why?
  - o What caused the character to feel or act a certain way? What was the effect?
  - o Based on the dialogue, what are the characters feelings and motivations?
  - o Based on the characters actions or motives, why did he or she behave that way (even if you don't agree with their actions or motives)?

- How do actions of one character affect another?
- What does the author mean by _____ (symbol)?

Thinking *about* the Text

- Analyzing
  - What did the author do to make the characters, situation, or topic interesting?
  - What is the *genre* of the book? What are the aspects of this genre that you noticed? (realistic and historical fiction, complex fantasy, biography, autobiography, memoirs and diaries, and other nonfiction)
  - What text features did you notice in the book? How did they help you understand the book?
  - Could this story really happen? Why or why not?
  - What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
  - Show me where the problem was resolved in the story. How do you know?
  - Explain the differences between fiction and nonfiction (informational) texts.
  - How was _____ different from all of the rest?
  - Look at the way the writer ended the book. Do you think this was a good way to end? Why or why not?
  - What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, cause and effect, problem and solution) (oral, written, or drawn form)
  - Show me a page where (identify a text structure element).
  - What role does the setting play (realistic fiction, historical fiction, fantasy)?
  - After reading several books from this author, what similarities do you notice about the author's writing style?
  - What aspects of writer's craft (style, language, perspective, theme) did you notice after reading several texts by this author?
  - When reading a graphic novel, how has the author communicated meaning through illustrations and print?
  - If applicable, this book had different kinds of writing in it. What were the different kinds of writing (letters, stories, diary etc.)?
  - How does the author show what (character) was like even if he/she wasn't in the story most of the time?
  - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
  - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
  - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
  - What does the writer mean by _____?
  - Find the part of the story where the writer showed _____.
  - What did the writer want you to learn from this book?
  - Identify characteristics of genre in a combined or hybrid text (i.e. a text that combines fiction and non-fiction).
  - How did the writer build interest and suspense throughout the story?

- o What elements of fantasy did you notice in this text (i.e. motif, symbolism, magic)?
- o How did the graphics add to the quality of the text or provide additional information?
- o How do you know that the author is qualified to write about this topic?
- o If applicable, how did the use of special types of language, such as irony, add to the quality (enjoyment and understanding) of the text?
- o What was the writer's message?
- o What was the most important part of the story and why?
- o If applicable, what was happening during this part of the story (distinguish between dream sequence, fantasy, real events)?
- o Show a place in the book where the writer showed you _____(descriptive phrases). How did this help you?
- o How is the text organized? (categories, etc.)
- o Demonstrate, using a plot diagram, the complex plot of the story.
- o Identify examples of symbolism in the text.
- o Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).
- o Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- o Critiquing
  - o What did you like/dislike about this (book, beginning, characters, ending)?
  - o What did you think about (book, beginning, characters, ending)? Why?
  - o What was the most important part of the story? Why?
  - o What do you think (character) was thinking? Why?
  - o Why do you think the author included this information?
  - o How does the author help you learn about _____?
  - o Do you agree or disagree with _____? Why or why not?
  - o Do the pictures or graphics add to your understanding of the book? How or why not?
  - o How could the characters have behaved differently?
  - o What did the author do to make this topic/book interesting, funny, or exciting to read about? Why?
  - o Is this a realistic portrayal of what could happen in this situation or time period? Why or why not? (i.e. historical fiction)
  - o Was the title of the text a good one? Why or why not?
  - o How did the graphics add to the quality of the text or provide additional information?
  - o How do you know that the author is qualified to write about this topic?
  - o Share you genre preferences. Support your answer with specific descriptions of text features. What aspects of the genre do you like?

Level T

Thinking *within* the Text

- Summarizing
    - **Summarizing now becomes a tool to organize what you've read in order to participate in discussions and complete written activities.**
    - o Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
    - o Summarize ideas from a text and tell how they are related.
    - o Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
    - o What was the problem in the story?
    - o How did the characters solve the problem?
    - o How did the story end? If applicable, what was the surprise at the end?
    - o What new information did you learn about _____?
    - o Look at the photograph/drawing on page _____. What did you learn?
    - o Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
    - o Summarize the important events at intervals during the reading of a longer text.
    - o Sequence the actions from a graphic text.
    - o What was the big problem in the story? What other problems did the characters encounter?
    - o Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
    - o Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Tell the important ideas in an organized way (orally or written response).
    - o Summarize chapters, short stories, or sequels in order to understand larger themes.
    - o What were the events that led to the ending?

Thinking *beyond* the Text

- Predicting
    - o Based on what you know about a character, predict what he or she will do.
    - o Based on what you know, what might happen next?
    - o After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
    - o Has your prediction happened? How do you know?
    - o Based on clues from the story, predict what the character will do next, feel, etc.
    - o With new events in the story, how has your prediction changed?
    - o Based on what you know about the genre, what might happen next?
- Making Connections (Follow-up Question: How did that connection help you understand the story?)
    - o Can you think of another book that is similar to this one?
    - o How is the (topic, characters, ending) similar to (title of another book)?
    - o How is the character the same in this book as in previous books?
    - o What connection can you make (personal, text, world)? Explain how they are connected.

- o **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
- o **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
- o Based on a personal experience, what connections can you make to the people of other cultures, times, and places?
- o **Written Response:** What connections can you make between this text and another text that you have read?
- o What did you learn about _____ culture in _____ text that helps you understand the culture in this text?
- o How is the character in this text similar to a character in another text, based on similar setting, type of problem or type of person?

- Synthesizing
  - o What new information has been added to what you already knew about the topic?
  - o After reading, has the new information changed your thinking about the topic? (Different people and cultures)
  - o What did you learn about _____ after reading this book? Show where you found this information.
  - o How has your thinking changed after reading? Why?
  - o Why are _____ important to us?
  - o Explain _____ in your own words.
  - o What lesson did the character learn in the story?
  - o How are _____ and _____ alike? How are they different?
  - o How did you group the information in the text as you were reading? How did you grouping change?
  - o How do you have a better understanding of a character or plot after reading another chapter, connected short story, or sequel?

- Inferring
  - o Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - o Why do you think the character felt _____ or acted _____?
  - o Tell what you learned about (character).
  - o Why did the character _____? How do you know?
  - o How did the author show _____?
  - o Why do you think _____?
  - o How did the character change from _____ to _____? Why?
  - o How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
  - o What caused the problem or outcome?
  - o What is the big idea/theme of the text? How do they apply to our lives today?
  - o If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?
  - o Let's discuss the story. Did anyone understand the story differently? What makes you think this?
  - o What were the major events that led to the problem or the solution?
  - o How did the characters feelings towards each other change from _____ to _____? Why?
  - o Based on the dialogue, what are the characters feelings and motivations?

- o Based on the characters actions or motives, why did he or she behave that way (even if you don't agree with their actions or motives)?
- o How do actions of one character affect another?
- o What does the author mean by _____ (symbol – objects, events, motifs, characters)? How does it enhance the meaning of the story?
- o Based on the characters actions or motives, describe the traits of the character.
- o How did the character's thinking or actions impact the turning point of the story?

Thinking *about* the Text

- o Analyzing
  - o What did the author do to make the characters, situation, or topic interesting?
  - o What is the *genre* of the book? What are the aspects of this genre that you noticed? (realistic and historical fiction, complex fantasy, biography, autobiography, memoirs and diaries, myths and legends and other nonfiction)
  - o What text features did you notice in the book? How did they help you understand the book?
  - o Could this story really happen? Why or why not?
  - o What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
  - o Show me where the problem was resolved in the story. How do you know?
  - o Explain the differences between fiction and nonfiction (informational) texts.
  - o How was _____ different from all of the rest?
  - o Look at the way the writer ended the book. Do you think this was a good way to end? Why or why not?
  - o What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, cause and effect, problem and solution) (oral, written, or drawn form)
  - o Show me a page where (identify a text structure element).
  - o What role does the setting play (realistic fiction, historical fiction, fantasy)?
  - o After reading several books from this author, what similarities do you notice about the author's writing style?
  - o What aspects of writer's craft (style, language, perspective, theme) did you notice after reading several texts by this author?
  - o When reading a graphic novel, how has the author communicated meaning through illustrations and print?
  - o If applicable, this book had different kinds of writing in it. What were the different kinds of writing (letters, stories, diary etc.)?
  - o How does the author show what (character) was like even if he/she wasn't in the story most of the time?
  - o Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
  - o Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
  - o Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
  - o What does the writer mean by _____?
  - o Find the part of the story where the writer showed _____.

- o What did the writer want you to learn from this book?
- o Identify characteristics of genre in a combined or hybrid text (i.e. a text that combines fiction and non-fiction).
- o How did the writer build interest and suspense throughout the story? Provide examples.
- o What elements of fantasy did you notice in this text (i.e. motif, symbolism, magic)?
- o How did the graphics add to the quality of the text or provide additional information?
- o How do you know that the author is qualified to write about this topic?
- o If applicable, how did the use of special types of language, such as irony, add to the quality (enjoyment and understanding) of the text?
- o What was the writer's message?
- o What was the most important part of the story and why?
- o If applicable, what was happening during this part of the story (distinguish between myths, jokes, dream sequence, fantasy and real events)?
- o Show a place in the book where the writer showed you _____(descriptive phrases). How did this help you?
- o How is the text organized? (categories, etc.)
- o Demonstrate, using a plot diagram, the complex plot of the story.
- o Demonstrate, using a graphic organizer, the organization of a nonfiction text.
- o Identify and discuss examples of symbolism in the text. What else could this mean?
- o If applicable, how is symbolism used to represent good and evil?
- o If applicable, identify examples of non-English words, regional dialect, and period phrases. What do they mean? How does it enhance the meaning of the text?
- o Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- o Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

- o Critiquing
    - o What did you like/dislike about this (book, beginning, characters, ending)?
    - o What did you think about (book, beginning, characters, ending)? Why?
    - o What was the most important part of the story? Why?
    - o What do you think (character) was thinking? Why?
    - o Why do you think the author included this information?
    - o How does the author help you learn about _____?
    - o Do you agree or disagree with _____? Why or why not?
    - o Do the pictures or graphics add to your understanding of the book? How or why not?
    - o What did the author do to make this topic/book interesting, funny, or exciting to read about? Why?
    - o Is this a realistic portrayal of what could happen in this situation or time period? Why or why not? (i.e. historical fiction)
    - o Was the title of the text a good one? Why or why not?
    - o How did the graphics add to the quality of the text or provide additional information?
    - o How do you know that the author is qualified to write about this topic?
    - o Share you genre preferences. Support your answer with specific descriptions of text features. What aspects of the genre do you like?
    - o Evaluate the author's character and plot development. (i.e. believability, depth)
    - o Check the authenticity of the information in the text. Are social issues and cultural groups accurately represented?

Level U

Thinking *within* the Text

- Summarizing
  Summarizing now becomes a tool to organize what you've read in order to participate in discussions and complete written activities.
  Summaries need to be concise and reflect the important and overarching ideas in information and texts.
  - o Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
  - o Summarize ideas from a text and tell how they are related.
  - o Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
  - o What was the problem in the story?
  - o How did the characters solve the problem?
  - o How did the story end? If applicable, what was the surprise at the end?
  - o What new information did you learn about _____?
  - o Look at the photograph/drawing on page _____. What did you learn?
  - o Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
  - o Summarize the important events at intervals during the reading of a longer text.
  - o Sequence the actions from a graphic text.
  - o What was the big problem in the story? What other problems did the characters encounter?
  - o Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - o Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
  - o Tell the important ideas in an organized way (orally or written response).
  - o Summarize chapters, short stories, or sequels in order to understand larger themes.
  - o What were the events that led to the ending?

Thinking *beyond* the Text

- Predicting
  - o Based on what you know about a character, predict what he or she will do.
  - o Based on what you know, what might happen next?
  - o After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - o Has your prediction happened? How do you know?
  - o Based on clues from the story, predict what the character will do next, feel, etc.
  - o With new events in the story, how did you revise your prediction?
  - o Based on what you know about the genre, what might happen next?
  - o Based on personal experience, content knowledge, and knowledge of similar texts, how did you revise your prediction?

Guided Reading Goal Questions

- Making Connections (Follow-up Question: How did that connection help you understand the story?)
    - Can you think of another book that is similar to this one?
    - How is the (topic, characters, ending) similar to (title of another book)?
    - How is the character the same in this book as in previous books?
    - What connection can you make (personal, text, world)? Explain how they are connected.
    - **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
    - **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
    - Based on a personal experience, what connections can you make to the people of other cultures, times, and places?
    - **Written Response:** What connections can you make between this text and another text that you have read?
    - What did you learn about _____ culture in _____ text that helps you understand the culture in this text?
    - How is the character in this text similar to a character in another text, based on circumstances, traits, or actions?
    - What connection can you make between _____ text and _____ text based on genre?
- Synthesizing
    - What new information has been added to what you already knew about the topic?
    - After reading, has the new information changed your thinking about the topic? (Different people and cultures)
    - What did you learn about _____ after reading this book? Show where you found this information.
    - How has your thinking changed after reading? Why?
    - Why are _____ important to us?
    - Explain _____ in your own words.
    - What lesson did the character learn in the story?
    - How are _____ and _____ alike? How are they different?
    - How did you group the information in the text as you were reading? How did you grouping change?
    - How do you have a better understanding of a character or plot after reading another chapter, connected short story, or sequel?
- Inferring
    - Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
    - Why do you think the character felt _____ or acted _____?
    - Tell what you learned about (character).
    - Why did the character _____? How do you know?
    - How did the author show _____?
    - Why do you think _____?
    - How did the character change from _____ to _____? Why?
    - How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
    - What caused the problem or outcome?
    - What is the big idea/theme of the text? How do they apply to our lives today?

- If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?
- Let's discuss the story. Did anyone understand the story differently? What makes you think this?
- What were the major events that led to the problem or the solution?
- How did the characters feelings towards each other change from _____ to _____? Why?
- Based on the dialogue, what are the characters feelings and motivations?
- Based on the characters actions or motives, why did he or she behave that way (even if you don't agree with their actions or motives)?
- How do actions of one character affect another?
- What does the author mean by _____ (symbol – objects, events, motifs, characters)? How does it enhance the meaning of the story?
- Based on the characters actions or motives, describe the traits of the character.
- How did the character's thinking or actions impact the turning point of the story?

Thinking *about* the Text

- Analyzing
  - What did the author do to make the characters, situation, or topic interesting?
  - What is the *genre* of the book? What are the aspects of this genre that you noticed? (realistic and historical fiction, science fiction, complex fantasy, biography, autobiography, memoirs and diaries, myths and legends, hybrid texts and other nonfiction)
  - What text features did you notice in the book? How did they help you understand the book?
  - Could this story really happen? Why or why not?
  - What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
  - Show me where the problem was resolved in the story. How do you know?
  - Explain the differences between fiction and nonfiction (informational) texts.
  - How was _____ different from all of the rest?
  - Look at the way the writer ended the book. Do you think this was a good way to end? Why or why not?
  - What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, cause and effect, problem and solution) (oral, written, or drawn form)
  - Show me a page where (identify a text structure element).
  - What role does the setting play (realistic fiction, historical fiction, fantasy)?
  - After reading several books from this author, what similarities do you notice about the author's writing style?
  - What aspects of writer's craft (style, language, perspective, theme) did you notice after reading several texts by this author?
  - When reading a graphic novel, how has the author communicated meaning through illustrations and print?
  - If applicable, this book had different kinds of writing in it. What were the different kinds of writing (letters, stories, diary etc.)?
  - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- o Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- o Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- o What does the writer mean by _____?
- o Find the part of the story where the writer showed _____.
- o What did the writer want you to learn from this book?
- o How did the writer build interest and suspense throughout the story? Provide examples.
- o What elements of fantasy did you notice in this text (i.e. motif, symbolism, magic)?
- o How did the graphics add to the quality of the text or provide additional information?
- o How do you know that the author is qualified to write about this topic?
- o If applicable, how did the use of special types of language, such as irony, add to the quality (enjoyment and understanding) of the text?
- o What was the writer's message?
- o What was the most important part of the story and why?
- o If applicable, what was happening during this part of the story (distinguish between foreshadowing, myths, jokes, dream sequence, fantasy and real events)?
- o Show a place in the book where the writer showed you _____(descriptive phrases). How did this help you?
- o How is the text organized? (categories, etc.)
- o Demonstrate, using a plot diagram, the complex plot of the story.
- o Demonstrate, using a graphic organizer, the organization of a nonfiction text.
- o Identify and discuss examples of symbolism in the text. What else could this mean?
- o If applicable, how is symbolism used to represent good and evil?
- o If applicable, identify examples of non-English words, regional dialect, and period phrases. What do they mean? How does it enhance the meaning of the text?
- o What is the genre text, based on the author's purpose?
- o The writer used specific words or phrases to describe _____. Give some examples of words implied.
- o How did the character's traits change throughout the story and what impacted this change?
- o Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- o Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- o Critiquing
  - o What did you like/dislike about this (book, beginning, characters, ending)?
  - o What did you think about (book, beginning, characters, ending)? Why?
  - o What was the most important part of the story? Why?
  - o What do you think (character) was thinking? Why?
  - o Why do you think the author included this information?
  - o How does the author help you learn about _____?
  - o Do you agree or disagree with _____? Why or why not?
  - o Do the pictures or graphics add to your understanding of the book? How or why not?
  - o What did the author do to make this topic/book interesting, funny, or exciting to read about? Why?
  - o Using other sources, determine if this is a realistic portrayal of what could happen in this situation or time period? Why or why not? (i.e. historical fiction)
  - o Was the title of the text a good one? Why or why not?

Guided Reading Goal Questions

- How did the graphics add to the quality of the text or provide additional information?
- How do you know that the author is qualified to write about this topic? Are these qualifications valid?
- Share you genre preferences. Support your answer with specific descriptions of text features. What aspects of the genre do you like?
- Evaluate the author's character and plot development. (i.e. believability, depth)
- Check the authenticity of the information in the text. Are social issues and cultural groups accurately represented?

Level V

Thinking *within* the Text

- Summarizing
  Summarizing now becomes a tool to organize what you've read in order to participate in discussions and complete written activities.
  Summaries need to be concise and reflect the important and overarching ideas in information and texts.
  - o Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
  - o Summarize ideas from a text and tell how they are related.
  - o Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
  - o What was the problem in the story?
  - o How did the characters solve the problem?
  - o How did the story end? If applicable, what was the surprise at the end?
  - o What new information did you learn about _____?
  - o Look at the photograph/drawing on page _____. What did you learn?
  - o Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
  - o Summarize the important events at intervals during the reading of a longer text.
  - o Sequence the actions from a graphic text.
  - o What was the big problem in the story? What other problems did the characters encounter?
  - o Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - o Determine a theme of a story, drama, or poem from the details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
  - o Tell the important ideas in an organized way (orally or written response).
  - o Summarize chapters, short stories, or sequels in order to understand larger themes.
  - o What were the events that led to the ending?

Thinking *beyond* the Text

- Predicting
  - o Based on what you know about a character, predict what he or she will do.
  - o Based on what you know, what might happen next?
  - o After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - o Has your prediction happened? How do you know?
  - o Based on clues from the story, predict what the character will do next, feel, etc.
  - o With new events in the story, how did you revise your prediction?
  - o Based on what you know about the genre, what might happen next?
  - o Based on personal experience, content knowledge, and knowledge of similar texts, how did you revise your prediction?

Guided Reading Goal Questions

- Making Connections (Follow-up Question: How did that connection help you understand the story?)
  - Can you think of another book that is similar to this one?
  - How is the (topic, characters, ending) similar to (title of another book)?
  - How is the character the same in this book as in previous books?
  - What connection can you make (personal, text, world)? Explain how they are connected.
  - **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
  - **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
  - Based on a personal experience, what connections can you make to the people of other cultures, times, and places?
  - **Written Response:** What connections can you make between this text and another text that you have read?
  - What did you learn about _____ culture in _____ text that helps you understand the culture in this text?
  - How is the character in this text similar to a character in another text, based on circumstances, traits, or actions?
  - What connection can you make between _____ text and _____ text based on genre?
- Synthesizing
  - What new information has been added to what you already knew about the topic?
  - After reading, has the new information changed your thinking about the topic? (Different people and cultures)
  - What did you learn about _____ after reading this book? Show where you found this information.
  - How has your thinking changed after reading? Why?
  - Why are _____ important to us?
  - Explain _____ in your own words.
  - What lesson did the character learn in the story?
  - How are _____ and _____ alike? How are they different?
  - How did you group the information in the text as you were reading? How did you grouping change?
  - How do you have a better understanding of a character or plot after reading another chapter, connected short story, or sequel?
- Inferring
  - Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - Why do you think the character felt _____ or acted _____?
  - Tell what you learned about (character).
  - Why did the character _____? How do you know?
  - How did the author show _____?
  - Why do you think _____?
  - How did the character change from _____ to _____? Why?
  - How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
  - What caused the problem or outcome?
  - What is the big idea/theme of the text? How do they apply to our lives today?

- o If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?
- o Let's discuss the story. Did anyone understand the story differently? What makes you think this?
- o What were the major events that led to the problem or the solution?
- o How did the characters feelings towards each other change from _____ to _____? Why?
- o Based on the dialogue, what are the characters feelings and motivations?
- o Based on the characters actions or motives, why did he or she behave that way (even if you don't agree with their actions or motives)?
- o How do actions of one character affect another?
- o What does the author mean by _____ (symbol – objects, events, motifs, characters)? How does it enhance the meaning of the story?
- o Based on the characters actions or motives, describe the traits of the character.
- o How did the character's thinking or actions impact the turning point of the story?

Thinking *about* the Text
- o Analyzing
  - o What did the author do to make the characters, situation, or topic interesting?
  - o What is the *genre* of the book? What are the aspects of this genre that you noticed? (realistic and historical fiction, complex fantasy, biography, autobiography, memoirs and diaries, myths and legends, hybrid texts and other nonfiction)
  - o What text features did you notice in the book? How did they help you understand the book?
  - o Could this story really happen? Why or why not?
  - o What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
  - o Show me where the problem was resolved in the story. How do you know?
  - o Explain the differences between fiction and nonfiction (informational) texts.
  - o How was _____ different from all of the rest?
  - o Look at the way the writer ended the book. Do you think this was a good way to end? Why or why not?
  - o What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, cause and effect, problem and solution) (oral, written, or drawn form)
  - o Show me a page where (identify a text structure element).
  - o What role does the setting play (realistic fiction, historical fiction, fantasy)?
  - o After reading several books from this author, what similarities do you notice about the author's writing style?
  - o What aspects of writer's craft (style, language, perspective, theme) did you notice after reading several texts by this author?
  - o When reading a graphic novel, how has the author communicated meaning through illustrations and print?
  - o If applicable, this book had different kinds of writing in it. What were the different kinds of writing (essays, letters, stories, diary etc.)?
  - o Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- What does the writer mean by _____?
- Find the part of the story where the writer showed _____.
- What did the writer want you to learn from this book?
- How did the writer build interest and suspense throughout the story? Provide examples.
- What elements of fantasy did you notice in this text (i.e. motif, symbolism, magic)?
- How did the graphics add to the quality of the text or provide additional information?
- How do you know that the author is qualified to write about this topic?
- If applicable, how did the use of special types of language, such as irony, add to the quality (enjoyment and understanding) of the text?
- What was the writer's message?
- What was the most important part of the story and why?
- If applicable, what was happening during this part of the story (distinguish between foreshadowing, myths, jokes, dream sequence, fantasy and real events)?
- Show a place in the book where the writer showed you _____(descriptive phrases). How did this help you?
- How is the text organized? (categories, etc.)
- Demonstrate, using a plot diagram, the complex plot of the story.
- Demonstrate, using a graphic organizer, the organization of a nonfiction text.
- Identify and discuss examples of symbolism in the text. What else could this mean?
- If applicable, how is symbolism used to represent good and evil?
- If applicable, identify examples of non-English words, regional dialect, and period phrases. What do they mean? How does it enhance the meaning of the text?
- What is the genre text, based on the author's purpose?
- The writer used specific words or phrases to describe _____. Give some examples of words implied.
- How did the character's traits change throughout the story and what impacted this change?
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e, g., how characters interact).
- Critiquing
  - What did you like/dislike about this (book, beginning, characters, ending)?
  - What did you think about (book, beginning, characters, ending)? Why?
  - What was the most important part of the story? Why?
  - What do you think (character) was thinking? Why?
  - Why do you think the author included this information?
  - How does the author help you learn about _____?
  - Do you agree or disagree with _____? Why or why not?
  - Do the pictures or graphics add to your understanding of the book? How or why not?
  - What did the author do to make this topic/book interesting, funny, or exciting to read about? Why?
  - Using other sources, determine if this is a realistic portrayal of what could happen in this situation or time period? Why or why not? (i.e. historical fiction)

- Was the title of the text a good one? Why or why not?
- How did the graphics add to the quality of the text or provide additional information?
- How do you know that the author is qualified to write about this topic? Are these qualifications valid?
- Share you genre preferences. Support your answer with specific descriptions of text features. What aspects of the genre do you like?
- Evaluate the author's character and plot development. (i.e. believability, depth)
- Check the authenticity of the information in the text. Are social issues and cultural groups accurately represented?

Level W

Thinking *within* the Text

- Summarizing

  Summarizing now becomes a tool to organize what you've read in order to participate in discussions and complete written activities.

  Summaries need to be concise and reflect the important and overarching ideas in information and texts.
    - Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
    - Summarize ideas from a text and tell how they are related.
    - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
    - What was the problem in the story?
    - How did the characters solve the problem?
    - How did the story end? If applicable, what was the surprise at the end?
    - What new information did you learn about _____?
    - Look at the photograph/drawing on page _____. What did you learn?
    - Look at the (timeline, glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
    - Summarize the important events at intervals during the reading of a longer text.
    - Sequence the actions from a graphic text.
    - What was the big problem in the story? What other problems did the characters encounter?
    - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
    - Determine a theme of a story, drama, or poem from the details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
    - Tell the important ideas in an organized way (orally or written response).
    - Summarize chapters, short stories, or sequels in order to understand larger themes.
    - What were the events that led to the ending?

Thinking *beyond* the Text

- Predicting
    - Based on what you know about a character, predict what he or she will do.
    - Based on what you know, what might happen next?
    - After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
    - Has your prediction happened? How do you know?
    - Based on clues from the story, predict what the character will do next, feel, etc.
    - With new events in the story, how did you revise your prediction?
    - Based on what you know about the genre, what might happen next?
    - Based on personal experience, content knowledge, and knowledge of similar texts, how did you revise your prediction?

- Making Connections (Follow-up Question: How did that connection help you understand the story?)
    - Can you think of another book that is similar to this one?
    - How is the (topic, characters, ending) similar to (title of another book)?
    - How is the character the same in this book as in previous books?
    - What connection can you make (personal, text, world)? Explain how they are connected.
    - **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
    - Based on a personal experience, what connections can you make to the people of other cultures, times, and places?
    - **Written Response:** What connections can you make between this text and another text that you have read?
    - How is the character in this text similar to a character in another text, based on circumstances, traits, or actions?
    - What connections can you make between social or moral issues of today and those presented in the text (biography, realistic fiction, historical, fantasy)?
    - What connections can you make between the satire in the text and the social issues they represent?

- Synthesizing
    - What new information has been added to what you already knew about the topic?
    - After reading, has the new information changed your thinking about the topic? (Different people and cultures)
    - What did you learn about _____ after reading this book? Show where you found this information.
    - How has your thinking changed after reading? Why?
    - Why are _____ important to us?
    - Explain _____ in your own words.
    - What lesson did the character learn in the story?
    - How are _____ and _____ alike? How are they different?
    - How did you group the information in the text as you were reading? How did you grouping change?
    - How do you have a better understanding of a character or plot after reading another chapter, connected short story, or sequel?
- Inferring
    - Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
    - Why do you think the character felt _____ or acted _____?
    - Tell what you learned about (character).
    - Why did the character _____? How do you know?
    - How did the author show _____?
    - Why do you think _____?
    - How did the character change from _____ to _____? Why?
    - How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
    - What caused the problem or outcome?
    - What is the big idea/theme of the text? How do they apply to our lives today?

- o If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?
- o Let's discuss the story. Did anyone understand the story differently? What makes you think this?
- o What were the major events that led to the problem or the solution?
- o How did the characters feelings towards each other change from _____ to _____? Why?
- o Based on the dialogue, what are the characters feelings and motivations?
- o Based on the characters actions or motives, why did he or she behave that way (even if you don't agree with their actions or motives)?
- o How do actions of one character affect another?
- o What does the author mean by _____ (symbol – objects, events, motifs, characters)? How does it enhance the meaning of the story?
- o Based on the characters actions or motives, describe the traits of the character.
- o How did the character's thinking or actions impact the turning point of the story?

Thinking *about* the Text
- o Analyzing
  - o What did the author do to make the characters, situation, or topic interesting?
  - o What is the *genre* of the book? What are the aspects of this genre that you noticed? (realistic and historical fiction, complex fantasy, biography, autobiography, memoirs and diaries, myths and legends, hybrid texts and other nonfiction)
  - o What text features did you notice in the book? How did they help you understand the book?
  - o Could this story really happen? Why or why not?
  - o What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
  - o Show me where the problem was resolved in the story. How do you know?
  - o Explain the differences between fiction and nonfiction (informational) texts.
  - o How was _____ different from all of the rest?
  - o Look at the way the writer ended the book. Do you think this was a good way to end? Why or why not?
  - o What is the text structure of this book? Why did the author choose this? How would you represent this information in a diagram or graphic organizer? (description, compare and contrast, temporal sequence, cause and effect, problem and solution)
  - o Show me a page where (identify a text structure element).
  - o What role does the setting play (realistic fiction, historical fiction, fantasy)?
  - o After reading several books from this author, what similarities do you notice about the author's writing style?
  - o What aspects of writer's craft (style, language, perspective, theme) did you notice after reading several texts by this author?
  - o When reading a graphic novel, how has the author communicated meaning through illustrations and print?
  - o If applicable, this book had different kinds of writing in it. What were the different kinds of writing (essays, letters, stories, diary etc.)?
  - o Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- o Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- o Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- o What does the writer mean by _____?
- o Find the part of the story where the writer showed _____.
- o What did the writer want you to learn from this book?
- o What elements of fantasy did you notice in this text (i.e. motif, symbolism, magic)?
- o How did the graphics add to the quality of the text or provide additional information?
- o How do you know that the author is qualified to write about this topic?
- o If applicable, how did the use of special types of language, such as irony, add to the quality (enjoyment and understanding) of the text?
- o What was the writer's message?
- o What was the most important part of the story and why?
- o If applicable, what was happening during this part of the story (distinguish between foreshadowing, myths, jokes, dream sequence, fantasy and real events)?
- o Show a place in the book where the writer showed you _____(descriptive phrases). How did this help you?
- o How is the text organized? (categories, etc.)
- o Demonstrate, using a plot diagram, the complex plot of the story.
- o Demonstrate, using a graphic organizer, the organization of a nonfiction text.
- o Identify and discuss examples of symbolism in the text. What else could this mean?
- o If applicable, how is symbolism used to represent good and evil?
- o If applicable, identify examples of non-English words, regional dialect, and period phrases. What do they mean? How does it enhance the meaning of the text?
- o What is the genre text, based on the author's purpose?
- o The writer used specific words or phrases to describe _____. Give some examples of words implied.
- o How did the character's traits change throughout the story and what impacted this change?
- o What are some examples of satire or irony used by the author? Why did the author use them?
- o Identify an example of an idiom and discuss why the author used it.
- o Identify the elements of fantasy and discuss what they represent ("the quest," "the hero," symbolism representing good and evil).
- o From what point of view is the book written and why?
- o What is the significance of _____?
- o What is the connection between _____ and _____? (Connecting theme to an object or event).
- o Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text.
- o Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e, g., how characters interact).
- o Critiquing
  - o What did you like/dislike about this (book, beginning, characters, ending)?
  - o What did you think about (book, beginning, characters, ending)? Why?
  - o What was the most important part of the story? Why?
  - o What do you think (character) was thinking? Why?
  - o Why do you think the author included this information?

Guided Reading Goal Questions

- How does the author help you learn about _____?
- Do you agree or disagree with _____? Why or why not?
- Do the pictures or graphics add to your understanding of the book? How or why not?
- Using other sources, determine if this is a realistic portrayal of what could happen in this situation or time period? Why or why not? (i.e. historical fiction)
- Was the title of the text a good one? Why or why not?
- How did the graphics add to the quality of the text or provide additional information?
- How do you know that the author is qualified to write about this topic? Are these qualifications valid?
- Share you genre preferences. Support your answer with specific descriptions of text features. What aspects of the genre do you like?
- Evaluate the author's character and plot development. (i.e. believability, depth)
- Check the authenticity of the information in the text. Are social issues and cultural groups accurately represented?
- If applicable, critique the subject of the biography, including decisions, motivations, and accomplishments.
- If applicable, critique the biographer's presentation of a subject, noting bias.
- What did the author do to make this topic/book interesting, funny, or exciting to read about? Why?

Level X

Thinking *within* the Text

- Summarizing
  Summarizing now becomes a tool to organize what you've read in order to participate in discussions and complete written activities.
  Summaries need to be concise and reflect the important and overarching ideas in information and texts.
  - o Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
  - o Summarize ideas from a text and tell how they are related.
  - o Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
  - o What was the problem in the story?
  - o How did the characters solve the problem?
  - o How did the story end? If applicable, what was the surprise at the end?
  - o What new information did you learn about _____?
  - o Look at the photograph/drawing on page _____. What did you learn?
  - o Look at the (drawing, timeline, glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
  - o Summarize the important events at intervals during the reading of a longer text.
  - o Sequence the actions from a graphic text.
  - o What was the big problem in the story? What other problems did the characters encounter?
  - o Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - o Determine a theme of a story, drama, or poem from the details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
  - o Tell the important ideas in an organized way (orally or written response).
  - o Summarize chapters, short stories, or sequels in order to understand larger themes.
  - o What were the events that led to the ending?

Thinking *beyond* the Text

- Predicting
  - o Based on what you know about a character, predict what he or she will do.
  - o Based on what you know, what might happen next?
  - o After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - o Has your prediction happened? How do you know?
  - o Based on clues from the story, predict what the character will do next, feel, etc.
  - o With new events in the story, how did you revise your prediction?
  - o Based on what you know about the genre, what might happen next?
  - o Based on personal experience, content knowledge, and knowledge of similar texts, how did you revise your prediction?

Guided Reading Goal Questions

- Making Connections (Follow-up Question: How did that connection help you understand the story?)
  - Can you think of another book that is similar to this one?
  - How is the (topic, characters, ending) similar to (title of another book)?
  - How is the character the same in this book as in previous books?
  - What connection can you make (personal, text, world)? Explain how they are connected.
  - **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
  - Based on a personal experience, what connections can you make to the people of other cultures, times, and places?
  - **Written Response:** What connections can you make between this text and another text that you have read?
  - How is the character in this text similar to a character in another text, based on circumstances, traits, or actions?
  - What connections can you make between social or moral issues of today and those presented in the text (biography, realistic fiction, historical, fantasy)?
  - What connections can you make between the satire in the text and the social issues they represent?
- Synthesizing
  - What new information has been added to what you already knew about the topic?
  - After reading, has the new information changed your thinking about the topic? (Different people and cultures)
  - What did you learn about _____ after reading this book? Show where you found this information.
  - How has your thinking changed after reading? Why?
  - Why are _____ important to us?
  - Explain _____ in your own words.
  - What lesson did the character learn in the story?
  - How are _____ and _____ alike? How are they different?
  - How did you group the information in the text as you were reading? How did you grouping change?
  - How do you have a better understanding of a character or plot after reading another chapter, connected short story, or sequel?
- Inferring
  - Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - Why do you think the character felt _____ or acted _____?
  - Tell what you learned about (character).
  - Why did the character _____? How do you know?
  - How did the author show _____?
  - Why do you think _____?
  - How did the character change from _____ to _____? Why?
  - How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
  - What caused the problem or outcome?
  - What is the big idea/theme of the text? How do they apply to our lives today?
  - If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?

- Let's discuss the story. Did anyone understand the story differently? What makes you think this?
- What were the major events that led to the problem or the solution?
- How did the characters feelings towards each other change from _____ to _____? Why?
- Based on the dialogue, what are the characters feelings and motivations?
- Based on the characters actions or motives, why did he or she behave that way (even if you don't agree with their actions or motives)?
- How do actions of one character affect another?
- What does the author mean by _____ (symbol – objects, events, motifs, characters)? How does it enhance the meaning of the story?
- Based on the characters actions or motives, describe the traits of the character.
- How did the character's thinking or actions impact the turning point of the story?

Thinking *about* the Text

- Analyzing
  - What did the author do to make the characters, situation, or topic interesting?
  - What is the *genre* of the book? What are the aspects of this genre that you noticed? (realistic and historical fiction, complex fantasy, biography, autobiography, memoirs and diaries, myths and legends, hybrid texts and other nonfiction)
  - What text features did you notice in the book? How did they help you understand the book?
  - Could this story really happen? Why or why not?
  - What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
  - Show me where the problem was resolved in the story. How do you know?
  - Explain the differences between fiction and nonfiction (informational) texts.
  - How was _____ different from all of the rest?
  - Look at the way the writer ended the book. Do you think this was a good way to end? Why or why not?
  - What is the text structure of this book? Why did the author choose this? How would you represent this information in a diagram or graphic organizer? (description, compare and contrast, temporal sequence, cause and effect, problem and solution)
  - Show me a page where (identify a text structure element).
  - What role does the setting play (realistic fiction, historical fiction, fantasy)?
  - After reading several books from this author, what similarities do you notice about the author's writing style?
  - What aspects of writer's craft (style, language, perspective, theme) did you notice after reading several texts by this author?
  - When reading a graphic novel, how has the author communicated meaning through illustrations and print?
  - If applicable, this book had different kinds of writing in it. What were the different kinds of writing (essays, letters, stories, diary, etc.)?
  - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
  - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

- o Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- o What does the writer mean by _____?
- o Find the part of the story where the writer showed _____.
- o What did the writer want you to learn from this book?
- o What elements of fantasy did you notice in this text (i.e. motif, symbolism, magic)?
- o How did the graphics add to the quality of the text or provide additional information?
- o How do you know that the author is qualified to write about this topic?
- o If applicable, how did the use of special types of language, such as irony, add to the quality (enjoyment and understanding) of the text?
- o What was the writer's message?
- o What was the most important part of the story and why?
- o If applicable, what was happening during this part of the story (distinguish between foreshadowing, myths, jokes, dream sequence, fantasy and real events)?
- o Show a place in the book where the writer showed you _____(descriptive phrases). How did this help you?
- o How is the text organized? (categories, etc.)
- o Demonstrate, using a plot diagram, the complex plot of the story.
- o Demonstrate, using a graphic organizer, the organization of a nonfiction text.
- o Identify and discuss examples of symbolism in the text. What else could this mean?
- o If applicable, how is symbolism used to represent good and evil?
- o If applicable, identify examples of non-English words, regional dialect, and period phrases. What do they mean? How does it enhance the meaning of the text?
- o What is the genre text, based on the author's purpose?
- o The writer used specific words or phrases to describe _____. Give some examples of words implied.
- o How did the character's traits change throughout the story and what impacted this change?
- o Compare the traits of the characters in this story to _____ (other genre). (Comparing a well-developed character to a flat character.)
- o What are some examples of satire or irony used by the author? Why did the author use them?
- o Identify an example of an idiom and discuss why the author used it.
- o Identify the elements of fantasy and discuss what they represent ("the quest", "the hero", symbolism representing good and evil).
- o From what point of view is the book written and why?
- o What is the significance of _____?
- o What is the connection between _____ and _____? (Connecting theme to an object or event)
- o How do the language, illustrations, and layout work together to set mood and convey meaning?
- o What are other interpretations of the symbolism in the text?
- o Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text.
- o Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e, g., how characters interact).
  - o Critiquing
    - o What did you like/dislike about this (book, beginning, characters, ending)?
    - o What did you think about (book, beginning, characters, ending)? Why?
    - o What was the most important part of the story? Why?

Guided Reading Goal Questions

- What do you think (character) was thinking? Why?
- Why do you think the author included this information?
- How does the author help you learn about _____?
- Do you agree or disagree with _____? Why or why not?
- Do the pictures or graphics add to your understanding of the book? How or why not?
- Using other sources, determine if this is a realistic portrayal of what could happen in this situation or time period? Why or why not? (i.e. historical fiction)
- Was the title of the text a good one? Why or why not?
- How did the graphics add to the quality of the text or provide additional information?
- How do you know that the author is qualified to write about this topic? Are these qualifications valid?
- Share you genre preferences. Support your answer with specific descriptions of text features. What aspects of the genre do you like?
- Evaluate the author's character and plot development. (i.e. believability, depth)
- Check the authenticity of the information in the text. Are social issues and cultural groups accurately represented?
- If applicable, critique the subject of the biography, including decisions, motivations, and accomplishments.
- If applicable, critique the biographer's presentation of a subject, noting bias.
- What is the author's point of view? Does the author show bias? Cite evidence for both.
- How does the author use exaggeration and subtle misinformation (propaganda) to express his or her bias in the text?
- Critique the content of the story. Do you think the writer should have included any other information? What?

Level Y

Thinking *within* the Text

- Summarizing

  Summarizing now becomes a tool to organize what you've read in order to participate in discussions and complete written activities.

  Summaries need to be concise and reflect the important and overarching ideas in information and texts.

  - Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
  - Summarize ideas from a text and tell how they are related.
  - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
  - What was the problem in the story?
  - How did the characters solve the problem?
  - How did the story end? If applicable, what was the surprise at the end?
  - What new information did you learn about _____?
  - Look at the photograph/drawing on page _____. What did you learn?
  - Look at the (drawing, timeline, glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
  - Summarize the important events at intervals during the reading of a longer text.
  - Sequence the actions from a graphic text.
  - What was the big problem in the story? What other problems did the characters encounter?
  - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - Determine a theme of a story, drama, or poem from the details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
  - Tell the important ideas in an organized way (orally or written response).
  - Summarize chapters, short stories, or sequels in order to understand larger themes.
  - What were the events that led to the ending?

Thinking *beyond* the Text

- Predicting
  - Based on what you know about a character, predict what he or she will do.
  - Based on what you know, what might happen next?
  - After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - Has your prediction happened? How do you know?
  - Based on clues from the story, predict what the character will do next, feel, etc.
  - With new events in the story, how did you revise your prediction?
  - Based on what you know about the genre, what might happen next?
  - Based on personal experience, content knowledge, and knowledge of similar texts, how did you revise your prediction?

Guided Reading Goal Questions

- Making Connections (Follow-up Question: How did that connection help you understand the story?)
    o Can you think of another book that is similar to this one?
    o How is the (topic, characters, ending) similar to (title of another book)?
    o How is the character the same in this book as in previous books?
    o What connection can you make (personal, text, world)? Explain how they are connected.
    o **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
    o Based on a personal experience, what connections can you make to the people of other cultures, times, and places?
    o **Written Response:** What connections can you make between this text and another text that you have read?
    o How is the character in this text similar to a character in another text, based on circumstances, traits, or actions?
    o What connections can you make between social or moral issues of today and those presented in the text (biography, realistic fiction, historical, fantasy)?
    o What connections can you make between the satire in the text and the social issues they represent?
- Synthesizing
    o What new information has been added to what you already knew about the topic?
    o After reading, has the new information changed your thinking about the topic? (Different people and cultures)
    o What did you learn about _____ after reading this book? Show where you found this information.
    o How has your thinking changed after reading? Why?
    o Why are _____ important to us?
    o Explain _____ in your own words.
    o What lesson did the character learn in the story?
    o How are _____ and _____ alike? How are they different?
    o How did you group the information in the text as you were reading? How did you grouping change?
    o How do you have a better understanding of a character or plot after reading another chapter, connected short story, or sequel?
- Inferring
    o Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
    o Why do you think the character felt _____ or acted _____?
    o Tell what you learned about (character).
    o Why did the character _____? How do you know?
    o How did the author show _____?
    o Why do you think _____?
    o How did the character change from _____ to _____? Why?
    o How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
    o What caused the problem or outcome?
    o What is the big idea/theme of the text? How do they apply to our lives today?
    o If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?

- o Let's discuss the story. Did anyone understand the story differently? What makes you think this?
- o What were the major events that led to the problem or the solution?
- o How did the characters feelings towards each other change from _____ to _____? Why?
- o Based on the dialogue, what are the characters feelings and motivations?
- o Based on the characters actions or motives, why did he or she behave that way (even if you don't agree with their actions or motives)?
- o How do actions of one character affect another?
- o What does the author mean by _____ (symbol – objects, events, motifs, characters)? How does it enhance the meaning of the story?
- o Based on the characters actions or motives, describe the traits of the character.
- o How did the character's thinking or actions impact the turning point of the story?

Thinking *about* the Text

- o Analyzing
  - o What did the author do to make the characters, situation, or topic interesting?
  - o What is the *genre* of the book? What are the aspects of this genre that you noticed? (realistic and historical fiction, complex fantasy, biography, autobiography, memoirs and diaries, myths and legends, hybrid texts and other nonfiction)
  - o What text features did you notice in the book? How did they help you understand the book?
  - o Could this story really happen? Why or why not?
  - o What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
  - o Show me where the problem was resolved in the story. How do you know?
  - o Explain the differences between fiction and nonfiction (informational) texts.
  - o How was _____ different from all of the rest?
  - o Look at the way the writer ended the book. Do you think this was a good way to end? Why or why not?
  - o What is the text structure of this book? Why did the author choose this? How would you represent this information in a diagram or graphic organizer? (description, compare and contrast, temporal sequence, cause and effect, problem and solution)
  - o Show me a page where (identify a text structure element).
  - o What role does the setting play (realistic fiction, historical fiction, fantasy)?
  - o After reading several books from this author, what similarities do you notice about the author's writing style?
  - o What aspects of writer's craft (style, language, perspective, theme) did you notice after reading several texts by this author?
  - o When reading a graphic novel, how has the author communicated meaning through illustrations and print?
  - o If applicable, this book had different kinds of writing in it. What were the different kinds of writing (essays, letters, stories, diary etc.)?
  - o Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
  - o Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- What does the writer mean by _____?
- Find the part of the story where the writer showed _____.
- What did the writer want you to learn from this book?
- What elements of fantasy did you notice in this text (i.e. motif, symbolism, magic)?
- How did the graphics add to the quality of the text or provide additional information?
- How do you know that the author is qualified to write about this topic?
- If applicable, how did the use of special types of language, such as irony, add to the quality (enjoyment and understanding) of the text?
- What was the writer's message?
- What was the most important part of the story and why?
- If applicable, what was happening during this part of the story (distinguish between foreshadowing, myths, jokes, dream sequence, fantasy and real events)?
- Show a place in the book where the writer showed you _____(descriptive phrases). How did this help you?
- How is the text organized? (categories, etc.)
- Demonstrate, using a plot diagram, the complex plot of the story.
- Demonstrate, using a graphic organizer, the organization of a nonfiction text.
- Identify and discuss examples of symbolism in the text. What else could this mean?
- If applicable, how is symbolism used to represent good and evil?
- If applicable, identify examples of non-English words, regional dialect, and period phrases. What do they mean? How does it enhance the meaning of the text?
- What is the genre text, based on the author's purpose?
- The writer used specific words or phrases to describe _____. Give some examples of words implied.
- How did the character's traits change throughout the story and what impacted this change?
- Compare the traits of the characters in this story to _____ (other genre). (Comparing a well-developed character to a flat character.)
- What are some examples of satire or irony used by the author? Why did the author use them?
- Identify an example of an idiom and discuss why the author used it.
- Identify the elements of fantasy and discuss what they represent ("the quest", "the hero", symbolism representing good and evil).
- From what point of view is the book written and why?
- What is the significance of _____?
- What is the connection between _____ and _____? (Connecting theme to an object or event)
- How do the language, illustrations, and layout work together to set mood and convey meaning?
- What are other interpretations of the symbolism in the text?
- Analyze multiple works from an author to determine patterns and themes. Discuss or write.
- Analyze multiple works on the same content to determine patterns and themes.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e, g., how characters interact).

Guided Reading Goal Questions

- Critiquing
  - What did you like/dislike about this (book, beginning, characters, ending)?
  - What did you think about (book, beginning, characters, ending)? Why?
  - What was the most important part of the story? Why?
  - What do you think (character) was thinking? Why?
  - Why do you think the author included this information?
  - How does the author help you learn about _____?
  - Do you agree or disagree with _____? Why or why not?
  - Do the pictures or graphics add to your understanding of the book? How or why not?
  - Using other sources, determine if this is a realistic portrayal of what could happen in this situation or time period? Why or why not? (i.e. historical fiction)
  - Was the title of the text a good one? Why or why not?
  - How did the graphics add to the quality of the text or provide additional information?
  - How do you know that the author is qualified to write about this topic? Are these qualifications valid?
  - Share you genre preferences. Support your answer with specific descriptions of text features. What aspects of the genre do you like?
  - Evaluate the author's character and plot development. (i.e. believability, depth)
  - Check the authenticity of the information in the text. Are social issues and cultural groups accurately represented?
  - If applicable, critique the subject of the biography, including decisions, motivations, and accomplishments.
  - If applicable, critique the biographer's presentation of a subject, noting bias.
  - What is the author's point of view? Does the author show bias? Cite evidence for both.
  - How does the author use exaggeration and subtle misinformation (propaganda) to express his or her bias in the text?
  - Critique the content of the story. Do you think the writer should have included any other information? What?

Level Z

Thinking *within* the Text

- Summarizing

  Summarizing now becomes a tool to organize what you've read in order to participate in discussions and complete written activities.

  Summaries need to be concise and reflect the important and overarching ideas in information and texts.

  - o Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
  - o Summarize ideas from a text and tell how they are related.
  - o Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
  - o What was the problem in the story?
  - o How did the characters solve the problem?
  - o How did the story end? If applicable, what was the surprise at the end?
  - o What new information did you learn about _____?
  - o Look at the photograph/drawing on page _____. What did you learn?
  - o Look at the (drawing, timeline, glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
  - o Summarize the important events at intervals during the reading of a longer text.
  - o Sequence the actions from a graphic text.
  - o What was the big problem in the story? What other problems did the characters encounter?
  - o Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - o Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
  - o Tell the important ideas in an organized way (orally or written response).
  - o Summarize chapters, short stories, or sequels in order to understand larger themes.
  - o What were the events that led to the ending?

Thinking *beyond* the Text

- Predicting
  - o Based on what you know about a character, predict what he or she will do.
  - o Based on what you know, what might happen next?
  - o After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - o Has your prediction happened? How do you know?
  - o Based on clues from the story, predict what the character will do next, feel, etc.
  - o With new events in the story, how did you revise your prediction?
  - o Based on what you know about the genre, what might happen next?
  - o Based on personal experience, content knowledge, and knowledge of similar texts, how did you revise your prediction?
- Making Connections (Follow-up Question: How did that connection help you understand the story?)

- o Can you think of another book that is similar to this one?
  - o How is the (topic, characters, ending) similar to (title of another book)?
  - o How is the character the same in this book as in previous books?
  - o What connection can you make (personal, text, world)? Explain how they are connected.
  - o **Before, During, and After Reading -** How did what you know about the topic help you understand the text?
  - o Based on a personal experience, what connections can you make to the people of other cultures, times, and places?
  - o **Written Response:** What connections can you make between this text and another text that you have read?
  - o Compare characteristics of texts within and across genres.
  - o What connections can you make between social or moral issues of today and those presented in the text (biography, realistic fiction, historical, fantasy)?
  - o What connections can you make between the satire in the text and the social issues they represent?
- Synthesizing
  - o What new information has been added to what you already knew about the topic?
  - o After reading, has the new information changed your thinking about the topic? (Different people and cultures)
  - o What did you learn about _____ after reading this book? Show where you found this information.
  - o How has your thinking changed after reading? Why?
  - o Why are _____ important to us?
  - o Explain _____ in your own words.
  - o What lesson did the character learn in the story?
  - o How are _____ and _____ alike? How are they different?
  - o How did you group the information in the text as you were reading? How did you grouping change?
  - o How do you have a better understanding of a character or plot after reading another chapter, connected short story, or sequel?
- Inferring
  - o Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
  - o Why do you think the character felt _____ or acted _____?
  - o Tell what you learned about (character).
  - o Why did the character _____? How do you know?
  - o How did the author show _____?
  - o Why do you think _____?
  - o How did the character change from _____ to _____? Why?
  - o How would you feel if _____ happened to you? Would you solve the problem the same way the character did?
  - o What caused the problem or outcome?
  - o What is the big idea/theme of the text? How do they apply to our lives today?
  - o If applicable, what information can you gather about (setting, character's traits and feelings, and plot) from the illustrations in graphic novels (texts)?
  - o Let's discuss the story. Did anyone understand the story differently? What makes you think this?

- o What were the major events that led to the problem or the solution?
- o How did the characters feelings towards each other change from _____ to _____? Why?
- o Based on the dialogue, what are the characters feelings and motivations?
- o Based on the characters actions or motives, why did he or she behave that way (even if you don't agree with their actions or motives)?
- o How do actions of one character affect another?
- o What does the author mean by _____ (symbol – objects, events, motifs, characters)? How does it enhance the meaning of the story?
- o Based on the characters actions or motives, describe the traits of the character.
- o How did the character's thinking or actions impact the turning point of the story?
- o If applicable, how are the characters with problems dealing with mature issues? What are their feelings? How are they dealing?

Thinking *about* the Text

- o Analyzing
    - o What did the author do to make the characters, situation, or topic interesting?
    - o What is the *genre* of the book? What are the aspects of this genre that you noticed? (realistic and historical fiction, complex fantasy, biography, autobiography, memoirs and diaries, myths and legends, hybrid texts and other nonfiction)
    - o What text features did you notice in the book? How did they help you understand the book?
    - o Could this story really happen? Why or why not?
    - o What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
    - o Show me where the problem was resolved in the story. How do you know?
    - o Explain the differences between fiction and nonfiction (informational) texts.
    - o How was _____ different from all of the rest?
    - o Look at the way the writer ended the book. Do you think this was a good way to end? Why or why not?
    - o What is the text structure of this book? Why did the author choose this? How would you represent this information in a diagram or graphic organizer? (description, compare and contrast, temporal sequence, cause and effect, problem and solution)
    - o Show me a page where (identify a text structure element).
    - o What role does the setting play (realistic fiction, historical fiction, fantasy)?
    - o After reading several books from this author, what similarities do you notice about the author's writing style?
    - o What aspects of writer's craft (style, language, perspective, theme) did you notice after reading several texts by this author?
    - o When reading a graphic novel, how has the author communicated meaning through illustrations and print?
    - o If applicable, this book had different kinds of writing in it. What were the different kinds of writing (essays, letters, stories, diary etc.)?
    - o Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
    - o Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- What does the writer mean by _____?
- Find the part of the story where the writer showed _____.
- What did the writer want you to learn from this book?
- What elements of fantasy did you notice in this text (i.e. motif, symbolism, magic)?
- How did the graphics add to the quality of the text or provide additional information?
- How do you know that the author is qualified to write about this topic?
- If applicable, how did the use of special types of language, such as irony, add to the quality (enjoyment and understanding) of the text?
- What was the writer's message?
- What was the most important part of the story and why?
- If applicable, what was happening during this part of the story (distinguish between foreshadowing, myths, jokes, dream sequence, fantasy and real events)?
- Show a place in the book where the writer showed you _____(descriptive phrases). How did this help you?
- How is the text organized? (categories, etc.)
- Demonstrate, using a plot diagram, the complex plot of the story.
- Demonstrate, using a graphic organizer, the organization of a nonfiction text.
- Identify and discuss examples of symbolism in the text. What else could this mean?
- If applicable, how is symbolism used to represent good and evil?
- If applicable, identify examples of non-English words, regional dialect, and period phrases. What do they mean? How does it enhance the meaning of the text?
- What is the genre text, based on the author's purpose?
- The writer used specific words or phrases to describe _____. Give some examples of words implied.
- How did the character's traits change throughout the story and what impacted this change?
- Compare the traits of the characters in this story to _____ (other genre). (Comparing a well-developed character to a flat character.)
- What are some examples of satire or irony used by the author? Why did the author use them?
- Identify an example of an idiom and discuss why the author used it.
- Identify the elements of fantasy and discuss what they represent ("the quest", "the hero", symbolism representing good and evil).
- From what point of view is the book written and why?
- What is the significance of _____?
- What is the connection between _____ and _____? (Connecting theme to an object or event)
- How do the language, illustrations, and layout work together to set mood and convey meaning?
- What are other interpretations of the symbolism in the text?
- Analyze multiple works from an author to determine patterns and themes. Discuss or write.
- Analyze multiple works on the same content to determine patterns and themes.
- What is the author's point of view? Does the author show bias? Cite evidence for both.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e, g., how characters interact).

Guided Reading Goal Questions

- o Critiquing
    - o What did you like/dislike about this (book, beginning, characters, ending)?
    - o What did you think about (book, beginning, characters, ending)? Why?
    - o What was the most important part of the story? Why?
    - o What do you think (character) was thinking? Why?
    - o Why do you think the author included this information?
    - o How does the author help you learn about _____?
    - o Do you agree or disagree with _____? Why or why not?
    - o Do the pictures or graphics add to your understanding of the book? How or why not?
    - o Using other sources, determine if this is a realistic portrayal of what could happen in this situation or time period? Why or why not? (i.e. historical fiction)
    - o Was the title of the text a good one? Why or why not?
    - o How did the graphics add to the quality of the text or provide additional information?
    - o How do you know that the author is qualified to write about this topic? Are these qualifications valid?
    - o Share you genre preferences. Support your answer with specific descriptions of text features. What aspects of the genre do you like?
    - o Evaluate the author's character and plot development. (i.e. believability, depth)
    - o Check the authenticity of the information in the text. Are social issues and cultural groups accurately represented?
    - o If applicable, critique the subject of the biography, including decisions, motivations, and accomplishments.
    - o If applicable, critique the biographer's presentation of a subject, noting bias.
    - o What is the author's point of view? Does the author show bias? Cite evidence for both.
    - o How does the author use exaggeration and subtle misinformation (propaganda) to express his or her bias in the text?
    - o Critique the content of the story. Do you think the writer should have included any other information? What?