



## Preface

This notebook came out of a discussion among colleagues in which the growing concerns over our students' ability to write an extended response well were made clear. As teachers, we want to educate our students to meet the highest standards at each grade level, perform well on our state's ISAT, and be prepared for the extending writing they will be expected to be able to do in high school and beyond. Further, we believed that we could increase our students' interest in writing in response to text if we identified a broader range of possible responses - ones that required students to write extensively and think deeply about what they had read.

Therefore, we have created an extended response notebook to provide our colleagues and other teachers with resources to instruct and assess their students in a broad array of extended response formats that will insure that our students meet the highest set of standards. We identified strategies and assessment tools that will insure that our students engage in high levels of thinking about text, write extensively about their thinking, and perform at the highest levels on formal tests such as the ISAT. We then turned to a variety of resources for ideas to use in constructing this notebook. We combed professional books and articles to create a collection of high quality extended response activities - based on research conducted with students from kindergarten through 8<sup>th</sup> grade - that require students to think critically and respond to literature in ways that build deep levels of text understanding. Through these activities, students can learn and polish skills needed to meet the high standards set for them and in so doing, develop the ability to meet and exceed the expectations established by the ISAT.

ENJOY!

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## Introduction

This notebook is meant to help with extended response. In order to think about extended response, one must first realize that extended response is not a term that defines a singular portion of the ISAT. Rather, it is a response to text in which a reader uses critical thinking skills and supportive evidence while making text to self, text to text, and text to world connections.

This notebook was designed to be used as a tool for teachers to aid students in the act of extended response. Each activity provides an opportunity for students to apply critical thinking skills in order to effectively respond to text.

This notebook can be used in all classroom situations and is adaptable to every grade level. It consists of two separate sections. The first includes responses that are meant to be used in reading logs, while the second section is a group of individual forms of extended response.

## Section One: Reading Logs

A reading log is a tool students can use before, during and after reading to respond to text. "These logs can consist of both blank and lined pages that allow students to diagram, draw, or write their responses. At the beginning of the year, it's important to provide instruction and to model for students the various response possibilities that are open to them. Students should always be encouraged to invent new ways of responding and to share their inventions with the class. Reading logs are also places where they can record puzzling vocabulary words and questions that they would like their peers or teacher to help them answer" (Raphael, Kehus, Damphousse, 2001). The structure of the reading log can change, as can the variety of responses included in the log.

## Reading Log Responses

Throughout Book Club Plus! and Book Club for Middle School, the authors share many ways for students to respond to text in their reading logs. Following are precise examples of extended response options from the Think Sheet 5 in Book Club Plus! and Think Sheet 1 in Book Club for Middle School. These writing activities provide students with the opportunity to extend their literacy experiences to their own lives.

- **Author's Craft-** Sometimes authors paint pictures with words. They use interesting language, create funny situations, or write great dialogues. Give examples of things the author does that make you enjoy the story.
- **Character Map-** You can draw a map of a character in the story. Include personality traits, descriptions, actions, and anything you think is interesting about the character.
- **Compare/ Contrast-** Tell how two things- two characters, two stories, yourself and a character- are alike and different. Write your comparison in sentence or use a chart.
- **Critique-** Sometimes when you're reading, you might think, "This is really great!" Other times you might think, "If I were the author, I would do this differently." You can write about things the author does well and things the author could do better.
- **Favorite part or Character-** In each book you can usually find a favorite (and least favorite) part and character. Write about these things. Tell why you like or dislike them.
- **Feelings-** Sometimes a book makes you feel a certain way. Write about that feeling. Tell why the book makes you feel that way. You can also write about what the characters in the book might be feeling.
- **In the Character's Shoes-** You can pretend that you are the character. You can write or draw about what you would do or think in the same situation.
- **Interpretation-** When I read, I think about what the author is saying to me, what he or she hopes that I'll take away from the story. I can write down my interpretation in my reading log and share what I'm thinking with the rest of the group. I need to listen to others' interpretations to see if they have similar, the same, or different ideas.

- Intertextuality- Sometimes what I read makes me think about another work- a book I've read or a movie I've seen. I can tell what other work this story makes me think of and why it makes me think of it.
- Me & the Book- Sometimes what you read makes you think about an event or a character in a book. Tell why it reminds you of your life.
- Point of View- You might think an author does not tell enough about the thoughts and feeling of a character. You can write from a character's point of view to help explain his or her thoughts and feelings.
- Prediction- Think about the story and predict what you think will happen next. You can predict an event, the next chapter, or how the story might end.
- Question for your Group- Sometimes you'll wonder about things in the story. Write questions to ask members of your group so they can help you understand the story better. You can also ask group member how they feel about the story.
- Sequence- Sometimes it's important to remember story events in the order they happened. Make a sequence chart, map, or list of these events. Tell why you think the sequence is important.
- Story Picture- When you read, pictures can form in our mind. Draw these pictures of characters, settings, and events in your log. Write some words or a sentence under each picture. Tell what it is and why you drew it.
- Summary- Sometimes it is important to summarize all or part of the story. Write a summary. Tell why you decided to summarize this particular part.
- Title Explanation- Whenever I look at a new book or a chapter title, I try to predict what the book or chapter will be about. After I read the book or chapter, I usually have a different idea of why the author used the titles. I can write about the titles- what I think they mean before reading, and what they actually mean after reading. Some authors do not name their chapters. I can make up my own chapter titles and explain them.

Raphael, Taffy, Kehus, M., and Damphousse, K. (2001). *Book Club for Middle School*. Lawrence, MA: Small Planet Communications.

Raphael, Taffy, Florio- Ruane, S., George, M., Hasty, N., and Highfield, K. (2004). *Book Club Plus! A Literacy Framework for the Primary Grades*. Lawrence, MA: Small Planet Communications.

## Written Response to Literature

### Personal Response

After reading a story or a chapter, or a specific section, students can write a personal response in their journal to what they have read. A personal response to a book requires students to make connections between the book and their own lives. For example, a student may write about ways in which they valued the text by describing feelings the text evoked or how much they liked or disliked the book and its characters. A student can also make a personal response to the literature by sharing personal stories as they write about related texts, class experiences, family experiences and personal experiences.

### Creative Response

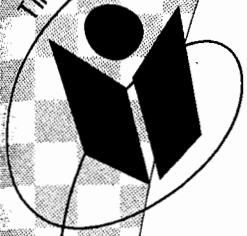
Students can write a creative response to the text by engaging creatively with the text. Students can do this by putting themselves in the character's shoes and imagining an outcome based on decisions they would make. They can also extend the text by writing a piece of dialogue between two characters or a sequel to the story. Students can engage creatively with the authors as well by writing letters to the author, in which they respond to the text and ask the author questions about the text.

### Critical Response

In a critical response, a student may write a response to the author's use of different literary elements. The student might also critique the message the author is trying to convey and whether or not the techniques used by the author are effective in conveying their message.

Raphael, Taffy E., Pardo, L., Highfield, K. (2002). *Book club*. Lawrence, MA: Small Planet Communications.

Think Sheet 2



# Tripod Response Options

► Here are some ideas for what you can write in your log. If your class develops new response types, add them to the chart.

## Text

- Describe the plot line.
- Describe literary elements and devices that I notice in the text.
- Define new or interesting vocabulary words from the text.
- Explain how this text fits into a particular genre, such as historical fiction, nonfiction, realistic fiction, fantasy, or science fiction.
- Poems and Picture Books: Describe how the layout of the text contributes to the meaning.
- Make intertextual links—connections to other plots, characters, and themes.

## Critical Response

- Critique the author's choice of certain words.
- Discuss the structure and/or style that the author uses.
- Critique the author's use of literary devices.
- Discuss the author's purposes for writing the text.

## Personal and Creative Response

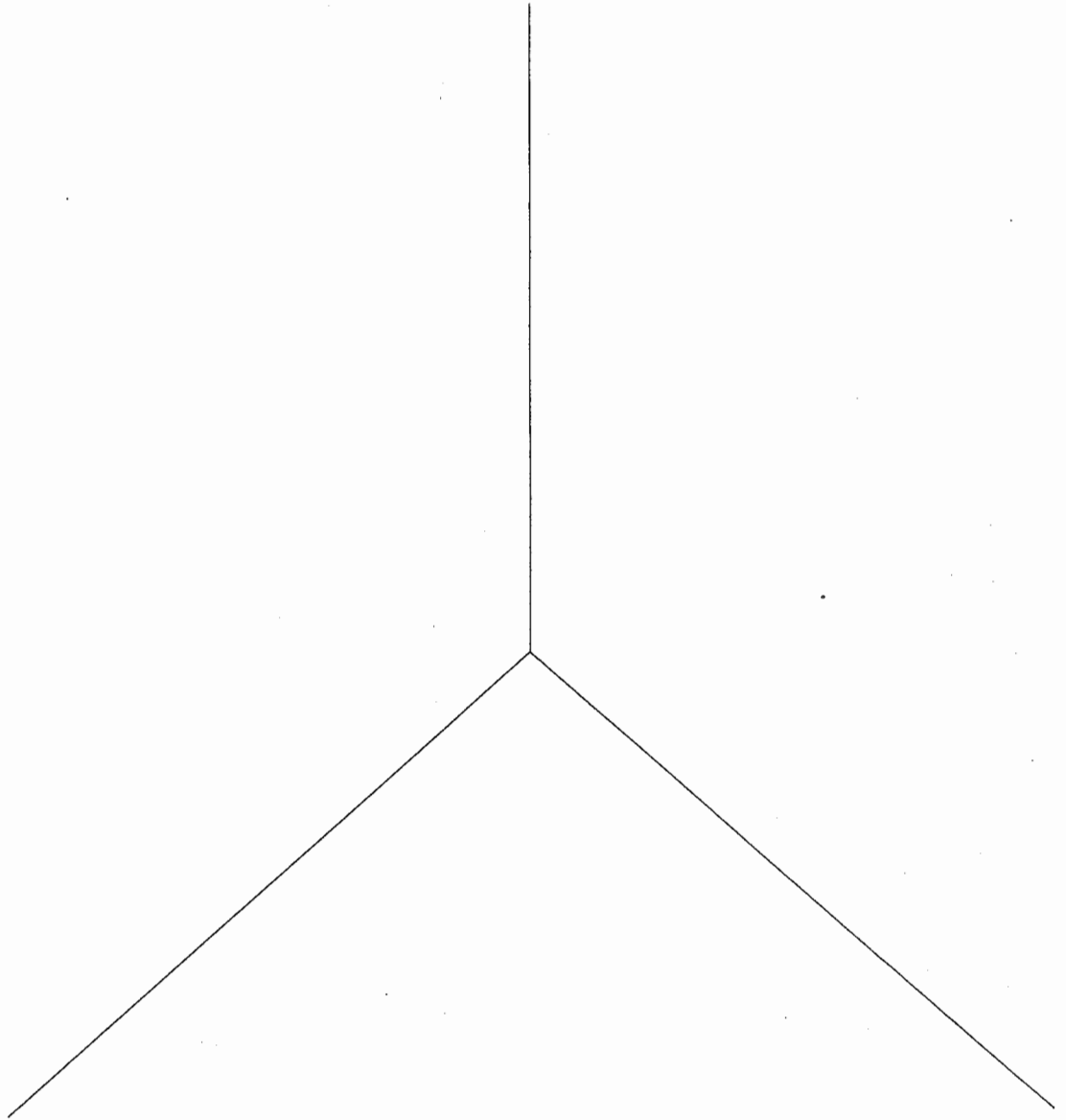
- Explain how the story, the character(s), or the theme(s) relate to my own life.
- Describe something that this story reminds me of.
- Express my opinion of the story, the character(s), or the theme(s).
- Respond to what I read with creative pieces—letters to the characters, poetry, brochures, etc.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Think Sheet 3



# Tripod Reading Log Page



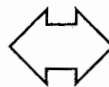
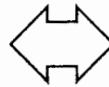
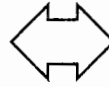


# Me and the Book

Sometimes characters or events in a book remind you of things in your own life. Connecting to the book in a personal way increases your understanding and enjoyment of it. In your reading log, describe the part in the book and tell what it reminds you of in your life.

## THE BOOK When I Read This:

## MY LIFE I Was Reminded of This:





Name: \_\_\_\_\_ Date: \_\_\_\_\_

Think Sheet 7



# Questions for My Book Club

As you read, you might find things in the story that you wonder about or want to discuss. When this happens, write down questions to ask people in your group. They might be able to help you to understand something or think about it in a new way. Then record some of the responses you get from your group.

Question	Responses



## Topic/ Details/ Response

The purpose of this strategy is to help students discriminate between key topics and supporting details, and to allow them to interact with text personally.

On one page, students are to divide their papers into two columns, labeling one "Topic" and the other "Details". Students determine key topics from the nonfiction text, and then add details to the chart as they are reading the text. On the opposite page, students are to personally respond to the text by stating their thoughts, feelings, and questions.

Topic	Details
Dog Family	• All dogs are descended from wolves
	• Wolves are canines
	• Fed mainly on large animals like deer & moose. Sometimes they eat little things like berries
	• Pet dogs do not survive in wild
Packs	• 4- 7 in a pack
	• Sometimes 15 or so in pack
	• Alpha- big daddy- leader
	• Alpha female- leaders wife
	• If 15 or so in a pack, 260 miles is so called their territory.

### Response

I did not know that wolves came from the dog family. I also didn't know that 15 wolves can claim around 260 miles of territory. To me, that seems like an awful lot of land for 15 wolves. Just think about it, pet dogs live in little houses and they are just fine. Since that is true, it seems like wolves would be okay with a lot less land.

## Double Entry Diary

The objective of the double entry diary is to get students to respond while they read. This builds comprehension as students interact with the text and write clearly to express their ideas. The double entry diary is comprised of two columns. The left side is entitled "Direct Quote and Page Number". The right side is entitled "Response to the Text". As students read, they lift text from the book that elicits a response. They number this quote and write it under the "Direct Quote and Page Number" column. In the "Response to the Text" column, students write their response to this particular quote and number it as they did the corresponding quote. (Numbering helps students keep track of which quote elicited which response.) The following prompts elicit responses that require students to make connections and think critically about what they have read.

- This reminds me of a time when I....
- This reminds me of when I read about....
- This reminds me of when I saw...
- When I read this I saw a picture in my mind. It looked like this:
- I'm confused because...
- I wonder why...

Direct Quote and Page Number	Response to the Text
<ol style="list-style-type: none"><li>1. "I had spent the night in the waiting room. Gramps offered to get me a motel room, but I was afraid that if I left the hospital, I would never see Gram again." (page 98)</li><li>2. "I might have died right then and there..." (page 215)</li></ol>	<ol style="list-style-type: none"><li>1. This reminds me of a time when my grandma was sick. She lived in Michigan and I was afraid that if my parents didn't drive fast enough, we wouldn't be able to see her before she died.</li><li>2. I wonder why Salamanca wrote these things in her journal if she was embarrassed for other people to know. I just wouldn't write anything! I wouldn't want other people to know my personal thoughts.</li></ol>

## **Section Two: Individual Activities**

This section includes a collection of individual extended response activities that can be used separately from the reading log. These activities all employ critical thinking skills and require the student to respond in some way to the text.

## Get the Feeling

This strategy requires the student to infer character feelings as they read by focusing on text and illustration clues.

### **Model the Strategy**

- Often, a character's feelings are not told, instead the author carefully shows the reader the characters' emotions by describing their behaviors. Rather than writing, "He was mad." the author may write "He stomped out of the room and slammed the door." Tell students that they naturally use inferring to use the text clues and their own experiences to figure out or infer how a character is feeling.
- Read aloud from a text the class is familiar with. Choose a spot where a character's feelings are displayed through actions. Think aloud and describe the character's actions, your own knowledge or experiences, and the inference you made about the character's feelings.
- Write an inference statement "We inferred that the character felt \_\_\_\_\_ because the text \_\_\_\_\_ and we know from experience that \_\_\_\_\_."
- Continue with several more examples of text that show character feelings.

### **Guide the Strategy/Cooperative Groups or Pairs**

- Invite students to work in pairs or cooperative groups to find another example of the character's feelings that requires readers to infer.
- Pairs write their inference statement on a plain white paper using markers. Students write, "We inferred that the character felt \_\_\_\_\_ because the text \_\_\_\_\_ and we know from experience that \_\_\_\_\_."
- Groups display the page they used to make the inference marked with a sticky note, and their written inference. Students stand up and circulate around the room studying other pairs displayed texts, and sticky notes with inference statements.

### **Adaptations for Varying Classroom Situations**

- **Struggling Readers:** Keep a group chart over several stories for recording inferences the group makes about character feelings. Act out feelings.

- **Literature Circles:** Ask literature circles to give at least one example of using inferences for character feelings or thoughts every time they meet.
- **English Language Learners:** Model in a small group setting how to make an inference about a character's feelings. Use a book that the class has read or a picture book. Ask students to draw illustrations showing the character's feelings. Talk about feelings and ask volunteers to show happy, sad, angry, curious, etc. Bring a mirror for students to look at their responses. Ask groups members, how does \_\_\_\_\_ feel? How did you know?
- **Independent Work:** Students illustrate one example of a character's feelings from the text. Students look for examples of inferred character's feelings using picture books. Students write a few sentences that describe a character's feelings without telling the feeling. Other students read and try to infer the feeling. Students could make two cards, one with the sentences from the text that describe the feeling and one with the feeling. Students play concentration or match the cards. Use the cards as an assessment.

### **Reflect on the Strategy/Assess the Strategy**

- Ask students to reflect on making inferences about characters' feelings. Which clues were most helpful, the text clues or your experiences? What is hard about making inferences about characters' feelings?
- Read students' inferences to see if they are using both text and experienced-based clues to make logical inferences.
- Meet with students who are having difficulty and use picture books, drama, and modeling to provide more opportunities to discuss and infer character feelings.
- Some English Language Learners may have difficulty identifying vocabulary to describe character feelings in English. Before working your way through the lesson, review words for feelings and ask students to dramatize facial expressions and actions for feelings.

Oczkus, Lori (2004). *Super 6 comprehension strategies: 35 lessons and more for reading success*. Norwood, MA: Christopher-Gordon Publishers.

## Get the Feeling

Title of book or article \_\_\_\_\_

Author \_\_\_\_\_

1. Choose a character from the story or text.
2. Reread parts of the text to look for examples of the character's behavior.
  - How was the character feeling?
  - How did you know?
  - What clues from the text helped you figure out how the character felt?
  - What clues from your own experiences help you?
3. Write your inferences in the chart and discuss.
4. Discuss how inferring a character's feelings helps you understand the text.

Character's Name \_\_\_\_\_

<b>Inference</b>	<b>Character's Action</b>	<b>My Own Experiences</b>
How did the character feel?	How do you know the character felt that way? What did he/she do?	Have you ever (or any you've known or read about or seen on TV) felt that way? What did you or they do?
The character _____ felt _____ (Draw a tiny sketch of the character feeling this way.)	I know this character felt that way because in the book _____ _____ _____ _____ _____ _____ My clues came from page(s) _____ _____ _____ _____	I (or someone I have known or read about or seen on TV) felt _____ when _____ _____ _____ _____ _____ So, I (they) _____ _____ _____ _____

How does inferring character feelings help you understand the text?  
 \_\_\_\_\_

## Character Traits Map

This map is another way in which students can make inferences about characters.

- 1.) Have students select a character from a story they have read.
- 2.) Tell students that they can infer character traits from events in the story.
- 3.) Duplicate and distribute copies of the Character Traits Map that follows.
- 4.) Have students place the name of a character in the box.
- 5.) Divide the class into groups of three or four students. Have students think of a character trait of the character they have chosen. For example, a character might be courageous.
- 6.) Then have students list events from the story that provide evidence for that specific character trait.
- 7.) Repeat the directions with a second character trait.
- 8.) Have students share their thoughts with others in the class. Point out the similar and different perspectives students have about the same character.

Johns, Jerry L., and Lenski, S. (2005). *Improving reading: Strategies and resources* (4<sup>th</sup> edition). Dubuque, IA: Kendall/Hunt.



## Conclusion Hierarchy

The purpose of this strategy is to help students draw appropriate conclusions based on clues in a given piece of text.

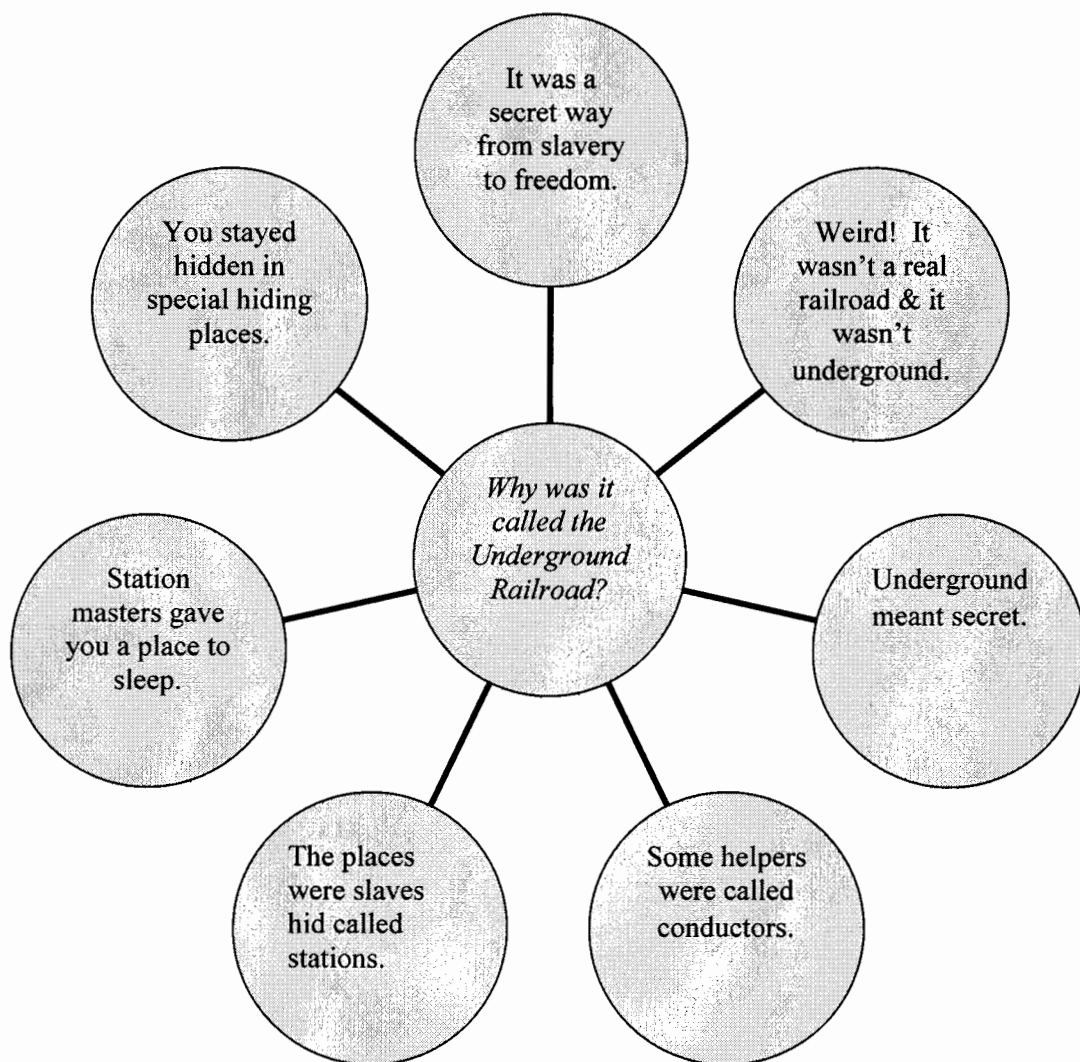
1. Tell students they can draw conclusions from their reading by participating in a Conclusion Hierarchy (Barton & Sawyer, 2004). Explain to students that a Conclusion Hierarchy has students look for clues that answer an important question about the story they are reading.
2. Have students refer to the Conclusion Hierarchy guiding question and statements:
  - Important Question
  - Beginning Clues
  - Middle Clues
  - Ending Clues
  - Our Conclusion
3. Select a story to read to students that you could use to demonstrate the Conclusion Hierarchy. Read story to students.
4. Write the important question that you want to answer for the Conclusion Hierarchy
5. Reread the story, having students identify clues that could answer their question. Look for clues at the beginning of the story, the middle, and the end. Remember to use pictures as well as text for clues. Document the clues.
6. Have students answer the question using the clues that they found. Have students write some of these conclusions.
7. Remind students to use this strategy independently as they read by asking questions, looking for clues, and drawing conclusions.

## Question Web

The purpose for using a question web is to organize content knowledge to answer a specific question.

Question webs are similar to other semantic webs, except that question web has a question at its center. The lines that emanate from the center are used to add information that relates in some way to the question, with the ultimate goal of building an answer from all of the various bits of information.

### Question Web about the Civil War



## Reading Like a Writer

The objective for using this strategy is to help students understand the author's craft in a piece of writing as well as identify important factual content. In addition, students will explain their thinking process while reading.

First Column- Content: Document facts that are stated in an informational piece of text.

Second Column- Process: Respond to text by using strategies that were taught, including questioning, connecting, and inferring.

Third Column- Craft: Comment on the writing quality of the text.

### Example

Content (Fact)	Process (Thinking)	Craft (Writing)
<ul style="list-style-type: none"><li>• 63 moons and climbing- Prediction confirmed!)</li><li>• Two new moons are circling Uranus</li><li>• Uranus is the seventh planet for the sun.</li></ul>	<ul style="list-style-type: none"><li>• Moonstruck means obsessed (inferring)</li><li>• Just a question to clarify. Are satellites and moons the same thing?</li><li>• What is an age old quest?</li></ul>	<ul style="list-style-type: none"><li>• Wow! When it said littering the starry skies, they were very strong words that painted a picture in my mind.</li><li>• When the lead asks a question it pulls you into the article.</li></ul>

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