

# Tracking Reading Data

*A Guide for Literacy Coaches and Teachers*



Statement	Rarely	Sometimes	Always
I take running records of my students every 6-8 weeks.			
Even if I don't personally do the running records, I listen to my students read aloud every 6-8 weeks.			
I confer every day with at least a couple kids.			
I confer with all levels of readers.			
I bring data to meetings.			
I encourage students to raise questions about their learning.			
I observe other reading teachers.			

# Data Meetings

## i. Running Records

### Running Records Tracking: Reading Level Growth

5th Grade Reading: KIPP Infinity  
Fountas and Pinnell Running  
Records

STUDENT	Summer 07	Round 2	Round 3	Round 4	Round 5	Round 6
Edisanya, Abreu	p	q	R	S	T	
Genesis, Acevedo	N	N	N	Q	R	S
Kimberly, Aponte	N	N	Q	R	S	

- Create one SCHOOL WIDE system for collecting running record data that shares the same format
- Determine how many times you want to collect data before the year begins
  - Once every 6 weeks?
  - Once a quarter?
  - Will it be the same for all readers (emergent readers? Above reading level readers?)
- Determine how to make it sustainable for teachers ☺
  - (NOT SUSTAINABLE!!!) Doing it in your classroom (sorry- it's really hard!)
  - (Sustainable, but data is mixed) Each guided reading teacher collects data and shares with reading teachers
  - (Sustainable, but harder on the team) Reading teacher gets a day to collect data every six to eight weeks

## ii. Running Records Data Meeting – 45 to 60 minutes

- After each running record cycle, schedule a running records data meeting with reading teachers on each grade level
- Ask, “How did the running records go? How can we make it better for next time? How can I help?”
- Sort data from lowest to highest on excel.
- Ask, “What stood out?”
- “Who are you concerned about? Why?” (Make a critical reading list)
- Create an action plan for each student .
- Ask, “Are we moving the highest readers too fast? What can we do to meet their needs? How can I help?”

- Ask, “How can we celebrate their growth? How can we make it visible?”
- What’s our goal for the students that we are concerned about by the next time we meet?

### iii. Standardized Assessment Data Meeting

## Reading Test Prep Tracking: Standardized Test Growth

5th Grade Reading: KIPP Infinity

STUDENT	Summer 1	Summer 2	September 1	September 2	September 3	Oct 1
Edisanya, Abreu	40%	35%	55%	50%	40%	35%
Genesis, Acevedo	65%	40%	70%	75%	70%	65%
Kimberly, Aponte	60%	60%	65%	85%	85%	80%

In addition to running record data, ask teachers to bring their weekly standardized testing data to the data meeting (which you can hold simultaneously to the running record meeting or the following week).

Ask:

- What do you notice?
- What do you predict?
- What are your concerns?
- How are you making their efforts visible?
- What are your end of quarter % goal for each kid? How will you convey that to the kids?
- Are there any kids on your critical reading list? Do they overlap with the critical reading list for the running records?
- What are your plans for the students who are on the critical reading list?

As a coach, the hardest part is staying on top of the action plans. Be the note taker in the meetings, so during follow up conversations you can keep folks on top of their action plans. In terms of action plans, prioritize:

1. How do you plan on making their successes visible? (Turn around should be under a week.)
2. Do we need to change the intervention groups? (Intervention groups should be changed according to the most recent data.)
3. Individual student plans- make sure that they are getting the support they need on a consistent basis. This support can include:
  - a. For emergent readers: Additional guided reading, additional conferences (more later), test preparation conferences

- b. For students not moving up: individualized goals, habits conference
- c. For students above-standards: Literature circles, book clubs, independent reading analysis conferences

So far, there have been a few things that we've discussed:

1. Creating monthly data meetings for running records and test data
2. Making student data visible
3. Creating action items for "critical readers" and using one-on-one time to follow up in coaching meetings

What has resonated with you?

Continue Doing	Start Doing	Stop Doing

## One on One Coaching Schedule

1. *Teacher creates conference log.*

*What's the criteria of the best conference log?*

### *How's it Going One on One*

**Materials:** Teacher brings conference log only.

**Ask:**

1. How are the conferences going?
2. What do you want to keep doing?
3. What hasn't been working? Why?
4. How are conferences going with your highest readers?
5. How many minutes do you spend per conference?
6. How can we help?
7. Which 3 students do you want to focus on for the meeting?

Then, the teacher walks through three students that s/he need help with. By coaching the teacher in the previous questions, you are pushing the teacher (and yourself) to not only focus on the lowest readers- who often get the most attention.

The teacher talks through her dilemma with each kid. The coach isn't there to give answers. Instead, try to get more information by asking:

1. How is the reader at reading aloud? Decoding? Comprehension? How do you know?
2. What are the reader's at home habits?
3. What is the reader's listening level?
4. Describe the reader's oral language.
5. What are the reader's homework habits?
6. When is the last time you heard the reader read aloud?
7. What's the reader's favorite book? Favorite thing to do?
8. When does the reader get frustrated?

With the teacher, create *end of the month goals (limit to three)* for the reader. These goals could look like:

1. To read-aloud with 97% accuracy a level L book
2. To pause at punctuation with 90% accuracy
3. To listen to a 2<sup>nd</sup> grade level text and answer 2/3 comprehension questions
4. Using AR, to read 3 books at \_\_\_ level and answer 90% comprehension questions with the book in front of you
5. To write 4-5 sticky notes per chapter for the next 3 books you read
6. When you get to a word on a page, to write it on a white board and chunk it at least 1 x per page
7. To describe your day in one minute without speaking in run-ons
8. To start your homework in school, by listening to a book on tape for 30 minutes
9. To read three books from the Diary of Wimpy kid series

Notice how these goals hit up oral language, listening and their habits!

## 2. *Reading Log/Class work/Reading Journal One on One*

**Materials:** Student book log samples from high, medium and low student (teacher chooses the work sample)

**Ask:**

1. Why did you choose these three students?
2. (Start with highest student)
  - a. What does this student do well? (Make list)
    - Reads series books
    - Reads a lot of different types of books
    - Reads a lot of pages (for the most part) a night
  - b. Have you read any of the books that your student is reading? Which one is your favorite? Why?
  - c. What do you know about books that are similar to the books that your student is reading?
  - d. What's something you could do to push them to the next level?
  - e. What choices are you giving your high readers? Are they being pushed to the same level that your lowest readers are?
  - f. What can you commit to doing with your higher readers by the next time we meet?
3. Repeat the same process with the medium and low student.
4. What are your possible next steps (Push toward the following → Whole class mini lessons that all readers can use & possible intervention and/or conferences)

## Using Real-Time Data

Real-time data comes from your classroom. Each day, you teach your students a new mini lesson, and then you walk around to see who mastered the mini lesson using Criteria for Success OR you check their mastery using exit slips. Real-Time Data could look like:

	Identifying a Theme in a short passage	Going beyond a “bumper sticker” theme	Seeing how a theme changes	Tracking how a theme affects a character
Ashley	√	√	√	√
Juan			√	
Toky	√	√		√
Melissa	√		√	

What do you need to re-teach? \_\_\_\_\_

Who needs intervention? \_\_\_\_\_

Who would benefit from a spiraled aim conference? \_\_\_\_\_

What other conferences could you do?

### Other Ways to Share Data 😊

- ✓ Using data from the most recent assessments, to schedule the next week’s worth of aims either in a one-on-one or in a group
- ✓ *Videotaping a student’s running record whom you are concerned about ( including retell and questions that are answered) and bringing the video to the group*
- ✓ *Each reading teacher (in each grade) asks kids to do the same aim (i.e. ‘To ask questions as you read in order to access new knowledge or opinions about the book’) and then collect the high, medium and low from each class. Post on board and reflect on what kids collectively are doing well, and what kids need to be pushed on.*

*Using Checklists to Guide Conferences and Sharing Data During One on Ones:*

Another sustainable solution is to bring reproducible conference forms to one on ones and go through the whole class set together with your coach.

## A Checklist For Monitoring Independent Reading

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

### **OBSERVATIONS**

### **TEACHER'S NOTES**

#### **Book Log Entries**

Number of Books

Variety of Titles

#### **Sustained Silent Reading**

Selects books on independent level

Gets started quickly

Self-helps before seeking  
peer or teacher assistance

Shows pleasure in reading through  
journal entries, talk, and projects

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# Book Conference Form

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Brought Book \_\_\_\_\_

Title and Author \_\_\_\_\_



Why did you choose the book?

*Is it a topic you love?*

*Did someone help you find the book?*



What did you like about the story, a character, the setting?

*Can you find a favorite part, read it, and explain why you liked it?*

*Did you have a lot in common with a character? Explain what it was.*

*Did the author create suspense or make you laugh? Can you find a suspenseful or funny passage and read it?*



Can you connect the title to the story?

*What about the character was reflected in the title?*

*Were the words in the title used in the story? In what part? Why?*

*Did the title point to a certain character or event? Explain.*



How did the reading go?

*Did you enjoy the book? Why?*

*Did you read with ease?*

*Were there any parts that confused you?*

*Was it difficult to stop reading once you got into it?*

*Did you learn any new words?*



Suggestions for next book:

# Read-Aloud Checklist

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Title and Author \_\_\_\_\_ Read pages \_\_\_\_\_

## OBSERVATIONS

## NOTES AND EXAMPLES

Reads fluently with expression and in meaningful chunks.

*Phrases reading within punctuation marks.*

Reads word to word.

Reads through punctuation.

*[Note how many times this occurred.]*

Frequently hesitates before words.

*[Write words, page, and paragraph.]*

Struggles pronouncing multisyllable words.

*[List the words.]*

Repeats words and phrases many times.

*[Note words and phrases that were repeated.]*

Needs frequent prompting on words.

*[List the words you helped student pronounce.]*

Makes word substitutions.

*[Write the text word above it; write the substituted word.]*

Omits words.

*[List omitted words and the word that comes after each omitted word.]*

Retelling and comprehension.

Rich details told in sequence.

Connects selection to the entire story.

**Teachers Comments, Questions, and Recommendations:**

What other checklists or forms could you make as a school that would make your data meetings more structured and/or sustainable?

We've introduced five more types of data meetings:

- ✓ Using reading logs, reading journals, class assessments to look for patterns
- ✓ Meeting with data to schedule next week's worth of aims
- ✓ Videotaping a student's conference and bringing it to the data meeting
- ✓ Doing a "whole-school aim" and bringing high, medium and low samples to analyze as a school
- ✓ Using structured conference "worksheets" and bringing those templates to a data meeting

Start Doing	Continue Doing	Stop Doing



**At Home Reading**

Another huge part of reading class is the independent and assigned reading students do at home. Upper grade teachers particularly get frustrated on how to hold kids accountable to assigned reading. Analyzing a reading log is a good way to chat with a student for independent reading. Holding them accountable to assigned reading is similar... and different. Here's what I would recommend during a one-on-one conference:

*Teacher: I noticed that you didn't do your at home reading last night.*

*Student: I don't know. I do all of my other homework first, and then I fell asleep.*

*Teacher: Does this happen all of the time?*

*Student: Not all of the time.*

*Teacher: One thing that would help me help you would be to fill out this at home survey. Could you help me?*

**At Home Survey**

- ✓ Which homework do you do first?
- ✓ Which is your favorite homework?
- ✓ Which homework do you save for last? Why?
- ✓ How long does it take you to do your homework?
- ✓ Does anyone help you with your homework?
- ✓ What chores do you have to do each night?
- ✓ Where do you do your homework? Describe it.
- ✓ Where do you wish you did your homework.

I want to figure out how your at home reading went this week. Draw pictures, descriptions, etc of what happened each night.

Monday	Tuesday	Wednesday	Thursday	Friday

From there, make a plan with your student for the next week.

Emergent Reading Conferences: <http://vimeo.com/11300468>

(the following is from *Word Matters* by Fountas and Pinnell.)

These are great questions to ask to push kids on decoding and solving unknown words:

### Prompts to Help Children Solve Words During Reading

- You noticed what was wrong.
  - Find the part that's not quite right.
  - Check to see if that looks right.
  - Where's the tricky part (after the error)
  - Get a good look.
  - There's a tricky word on this line.
  - What did you notice? (after hesitation or stop)
  - What's wrong?
  - Why did you stop?
  - Do you think it looks like \_\_\_\_?
  - Think about how the word looks.
  - Something wasn't quite right.
  - Were you right?
  - Try that again and say the first sound.
  - What could you try?
  - It starts like \_\_\_\_.
  - It ends like \_\_\_\_.
  - Look at the parts.
  - What do you notice that might help?
  - Do you see a part that can help?
- Do you know a word like that?

- Do you know a word that starts with those letters?
- Do you know a word that ends with those letters?
- What's that like?
- Think of what the word means. Is it like another word that you know?
- What other word do you know like that?
- What letter do you expect to see at the beginning (or end)?
- Do you see a part that can help?
- Look for a part you know.
- Say the first part, then the next part.
- That sounds right, but does it look right?
- That makes sense, but does it look right?
- I like the way you worked that out.
- It starts like that. Now check the last part.
- Where's the tricky part? (after an error)
- You made a mistake, can you find it?
- You're nearly right.
- You almost got that. See if you can find what's wrong.
- Try it.
- You've got the first part (last part) right.
- Try that again.
- Try it another way.

These are great questions to ask to push student **comprehension**:

(From Mosaic of Thought by Keene)

### Encouraging Student's Thinking about Text

## Some questions to consider for conferences

### General Think Aloud

I want to ask you some questions about what you think about while you read.

When you were reading this book, tell me exactly what you were thinking about. You can tell me anything that the book makes you think about, any problems you had while I read it, and what you think it is about.

### Using Schema

When you listened to the text, did it remind you of anything you know about or believe? What? Why did it remind you of? (If student's response is no, ask, did it remind you of any experiences or things that have happened before?)

Are there things you know about your life, yourself as a reader, this author, or this type of text that help you to understand this book? How does that help?

Choose one of the questions below to ask the student:

- We have just talked about what this book reminds you of. (Restate student's response.)  
What do you understand now that you did not understand before?
- How does schema or background knowledge help a reader understand a text while reading?
- How did thinking about your own schema or background knowledge help you understand this text?

### Inferring

For narrative text: Can you predict what is about to happen? Why did you make that prediction? Can you find something in the book that helped you to make that prediction? Or, what do you already know that helped you to make that prediction?

For expository text: In addition to what you have read so far, what do you think the author wants you to know or learn at this point in the text?

Select an event or fact from the text that calls for a conclusion, opinion, or interpretation. Refer to the event or fact when asking the following questions.

What did the author mean by \_\_\_\_\_? What details in the text help you to know that? What do you already know that helped you to decide that?

Choose one of the questions below to ask the students:

- We have just talked about inferring. (Restate one of the child's conclusions, opinions, interpretations, or predictions and identify it as an inference.) What do you understand about this text now that you didn't understand before?
- Why do readers understand better when they infer? Why should readers infer? How does inferring help a reader understand a text better?

## Asking Questions

What did you wonder about while you read this text?

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What questions do you have now about what you read?

Choose one of the questions below to ask the student:

- We have just talked about the questions you asked. (Restate student's response.) Do questions help you understand more of what you're reading?
- What do you do when you are reading and a question comes into your mind? Do questions help you understand some kinds of text better than others? Tell me more about that.

### **Determining Importance in Text Oral Assessment**

Are there some parts of this text that are more important than the others? Which ones? Why do you think they are the most important?

What do you think the author thinks is the most important part so far in the text? What signals or clues did the author give that made you believe \_\_\_\_\_(restate child's response) was important?

Choose one of the following:

- We have just talked about parts of the text (restate child's response) that you feel are important. How does thinking about the more important parts help you to understand the text better?
- Do you think or do anything while you are reading that helps you remember the important parts?
- Do you ever have trouble remembering what is important after you read? How do you solve that problem?

### **Monitoring Comprehension Oral Assessment**

What problems did you have while you were reading this text? Did you have more difficulty reading the words or understanding the ideas? When you are reading at other times, what kinds of problems do you usually have?

What did you do to solve the problem? How do you usually solve the problems you have when you read?

How do you know that you understand a text? What would you tell another student that a reader should try to understand each time he or she reads?

Choose one of the questions below to ask the student:

- We have just talked about the problems you have while reading and the ways in which you solve them. What is important to know when you have a problem while you are reading and (restate student's response)?
- What are the different choices you can make to try to solve that problem?
- What would you tell another reader who might not realize when a text doesn't make sense?

### **Using Sensory and Emotional Images**

When you read this text, did you create pictures or images in your mind? Tell me everything you can about the image in your mind while you were reading. What details in your images are not in the words or pictures in the book?

Can you remember creating pictures in your mind to help you understand the ideas when you read another book? Tell me everything you can about those pictures or images.

Choose one of the questions below to ask the students:

- We have just talked about the pictures you created in your mind while you read. Do those pictures help you to understand the text better?
- How do images help you understand more about what you read?
- What would you tell another reader about how to create images to better understand a text?

### **Synthesizing**

If you were to tell another person about the text you just read and you could only use a few sentences, what would you say?

When you are listening to another person read, do you ever think of books, movies, or people you know? Does this help you understand the book you are reading?

When you were reading, did you change your mind about what the text is about? Can you show or tell me where you changed your mind and why?

Think about what you have just said about the story. What do you understand now that you didn't understand before?

### **Story Structure/Structural Patterns Oral Assessment**

In this text, did you find text elements or structures? What were they?

How were text elements or structures in this text used?

How did those text elements or structures help you better understand the text?

How can text elements or structures help you better understand any text you read?

(From Flat River Middle School, Rhode Island)

### Characters

- Who are the main characters in the story? Do you like or dislike them? Why?
- Chose one character. Why is this character important to the story?
- Describe the actions of a character. What can you infer about the character from these actions?
- Do any of the characters change? How? What events(s) impacted this change?
- Do any of the characters do things that are good?...funny?...wrong?...
- Describe any similarities between this character and (yourself, other characters you have read about.)
- How could an experience in the story help the character in the future?

### Plot

- Summarize the main events that have happened thus far in your story.
- Explain the importance of beginning/event/decision.
- Were you able to predict what was going to happen next? Why?
- Predict the next event.
- Can you think of another way your story might have happened?
- Where does the story take place? Describe the...(physical elements and the human characteristics ) of the setting
- Describe what the place was like.
- Explain the importance of the setting to the plot/mood/tone.
- Describe the closest place that you know of that is like this place.
- Did the story take place a long time ago/in the future/now?

### Conflict

- Who has a problem? What is the problem?
- Is there one problem or more? Describe...
- Predict how the problem is going to be resolved. What evidence in the text helps you to form this prediction?
- Which type of conflict is in your book? (Man vs. Man, Man vs. Himself, Man vs. Nature)

### Point of View

- Who is telling the story? How can you tell?
- Which point of view is used?
- Based upon the narrator that tells the story what do you know about how he/she feels? Find evidence in the text to support your assertion/claim/opinion.
- Do you agree with the point of view? Why or why not?

## *Questions to Use During Conferences*

*From KIPP Infinity Charter School, New York*

### Connections

- *How are your feelings and the feelings of a character in your book alike? How are they different?*
- *Have you had experiences similar to a character in the story?*
- *How is the family like your family?*
- *Have you had any similar experiences?*
- *Is there an event or place that reminded you of your experiences?*

### Visualizing

- *Tell me what you see when you read this part.*
- *How does the character walk? Dress? What does he/she look like?*
- *Can you find parts in the story that help you see what a place or character is like?*
- *What story details helped you create a mental picture?*
- *Where did you have trouble making mental pictures?*

### Self-Questioning

- *What will happen next?*
- *How will the character solve his/her problems?*
- *What have you learned that'll help you understand a character, decision, conflict?*
- *What did you learn from pictures? Diagrams? Charts?*
- *Did you read the captions?*

### Self-monitoring

- *What information do you remember?*
- *Did the passage make sense?*
- *Did a word or phrase stump you?*
- *Reread that and see if it makes sense.*
- *Reread and see if you remember more.*
- *Look for that character/s name, etc, to find what to reread.*
- *Have you previewed this chapter?*
- *What do you already know about the topic?*

### Predictions

- *Does your prediction tell you what will happen next?*
- *What information from the book did you use to predict?*
- *Can you make your prediction more specific to the story?*

### Details

- *Did you use the title and cover illustrations?*
- *What can you use from these chapters to support your prediction?*
- *Reread these pages to find some support.*
- *I like the way you used specific details for evidence.*

### Inferring

- *What did you learn from the character's words on page\_\_?*
- *What do the inner thoughts show you about the character?*
- *Can you infer what the character might do based on this event?*
- *Think of three decisions a character made and explain what the decisions taught you about the character.*
- *What specific adjectives or phrases describe the character/s behavior?*
- *How are these characters? Different?*
- *How are these books alike? Different?*
- *What effects resulted from that event? Decision? Conflict?*

### Themes

- *Use the events to decide what the author was saying about friends, parents, fear, survival, peer pressure, et cetera*
- *What is the author trying to tell you about an historical period?*
- *What have you learned about people, families, hopes, dreams, money?*
- *To help you generalize, start with “One of the themes is...” “One of the purposes of the story is...”*

### Synthesizing/Summarizing

- *Are you retelling or summarizing?*
- *Can you choose two, three or four key events?*
- *Explain these main events in your own words.*
- *What is the purpose of the chapter? The whole book?*
- *What can you find in the textbook or nonfiction book to help set purposes?*
- *Summarize the points that relate to the purpose.*
- *Can you give several effects of that decision, event, conflict?*
- *Can you show how these two characters are alike, different?*

### Determining Importance

- *What did you learn from previewing this textbook or nonfiction book?*
- *Can you find key sentences that contain important details?*
- *Can you locate key words?*
- *Can you think of several ideas in a chapter or the entire book that are important to remember?*
- *Did you set purposes before reading?*
- *Can you skim to find information to support the purposes?*
- *Can you tell me what's important in the page? In the chapter?*

### Fluency

- *Listen to me read, then you reread the phrase the same way.*
- *Pause at commas and end of sentence punctuation.*
- *Read in chunks or groups of words*
- *Reread the sentence a little bit faster*
- *Let the punctuation guide your expression*

- *Can you make those words sound the way the character feels?*

### Decoding

- *Did that sound right?*
- *Find the part that was not right?*
- *Take a good look at the beginning, middle and end of the word.*
- *Does what you say match the letters you see?*
- *Can you think of another word it looks like?*
- *Why did you stop?*
- *Can you say the word in chunks?*
- *Does the word have a prefix? Suffix?*
- *Can you say what's left of the word?*

### FICTION

#### Setting

- *Where does the story take place? Discuss the important settings and explain why you believe each is important to the story.*
- *When does the story take place? Was it long ago, in the future, or in the present? What did you learn about this time period?*
- *How much time passes in the story? Skim through your book and find places that show how the author makes time pass.*

#### Characters

- *Who is the main character? Why is this character important to the story.*
- *Are there words a character spoke or actions a character took that helped you learn what kind of a person he or she was?*
- *Did any of the characters change? Pick one and discuss how an event, person, and decisions changed that decision.*

- *Discuss what you think the main character learned about himself, his family or his friends.*
- *Describe a conflict between two characters. How was it resolved? What did you learn about the characters?*
- *Name one to two minor characters. Show how each affected the main character.*
- *Were there problems characters couldn't solve? Identify one or two and explain why you think they weren't resolved.*

### Structure

- *What is the genre of your book? Give examples that support your decision.*
- *What literary techniques did you find? Flashback? Foreshadowing? Figurative language?*
- *Did the author create different moods? Find passages in the text that reveal two different moods and share.*

### Theme

- *How does the title relate to the story?*
- *Discuss some points that the author is making about family, friends, feeling, nature, life experience or a historical period.*
- *Discuss what the author might have been saying about family relationships and offer support from the story to back up your position.*

### *BIOGRAPHY, AUTOBIOGRAPHY, MEMOIR*

- *Why is this person famous?*
- *Discuss three to four personality traits that helped make this person achieve his or her goal.*
- *What are two to three problems this person had to overcome?*
- *What about this person do you feel enabled him or her to realize personal hopes and dreams?*
- *Were there people and/or events that helped this person realize his or her dreams?*
- *What do you admire or dislike about this person?*

- *How are you and this person alike?*
- *How did this person affect the lives of other people during this time.*

### *HISTORICAL FICTION*

- *What clues did you use to determine the time and place of this book?*
- *What does the book teach you about family life and relationships between family members?*
- *What did this book teach you about the role of men and women during these times?*
- *What kind of struggles and problems did the main character face?*
- *Would you enjoy living during the time of this book?*
- *What problems, conflicts does the main character face that you deal in your life?*
- *How do the main character's problem differ from yours?*
- *How did people cope with economic problems such as scarcity of food, money, jobs?*
- *How are minorities portrayed? Stereotyped? Offer examples.*

### *FANTASY*

- *What are the settings. Explain the elements of fantasy that you see in the setting.*
- *How does the author enable you, the reader, to enter the fantasy world? Are there realistic elements?*
- *How do trips to other times and worlds help the characters cope with present time?*
- *Is there a struggle between forces of light and dark? Who wins?*
- *What special powers does the hero possess?*
- *What personality traits do you have in common with the hero?*

### *SCIENCE FICTION*

- *What scientific advances do you see in the society? How do these advances in technology affect the characters' decisions and actions?*
- *Are problems characters face in the story similar to or different from those people face today?*

- *Does the author deal with present day issues such as population, food supplies, technological advances?*
- *Does the story offer hope for humanity or is it a warning?*
- *How do people fit into this futuristic society?*
- *Would you live in this society?*

## REALISTIC FICTION

- *What problem does the main character face? Do you feel these problems are realistic? Why, why not?*
- *Describe three or four settings and show how each influences the events and characters' actions and decisions. Would similar settings have influenced you in the same way?*
- *What about the main character is realistic in terms of your experiences?*
- *What about two to three minor characters is realistic in terms of your experiences?*
- *What problems and conflicts in this book are realistic?*
- *What problems do you and the main character or a minor character have in common? Compare the way you deal with those problems to the way the character dealt with them.*
- *What are the realistic themes in the book? Do they have to do with growing up, peer pressure, friendships, family relationships, survival, divorce, stereotyping?*
- *In real life, events and people can change a character. How did an important event person change the character at the end of the book?*

## MYSTERY

- *How does the author build suspense and excitement?*
- *What is the mystery that must be solved?*
- *What are some clues that the author includes to lead you away from solving the mystery?*
- *What traits does the main character possess that enable him or her to solve the mystery?*
- *Why did the main character become involved in the mystery?*

- *How does danger affect the decisions and actions of the main character/detective?*
- *At what point in the book were you able to solve the mystery?*
- *What part did you consider most suspenseful?*

#### *NONFICTION*

- *Why did you select this book?*
- *What new information did you learn?*
- *What questions did the book raise but did not answer?*
- *What did you learn from photographs, charts and diagrams?*
- *Did this book change your thinking on the subject?*
- *Did the author weave opinions into facts? Can you find examples?*

#### *FOLK AND FAIRY TALE*

- *Why must heroic tasks or deeds be accomplished?*
- *How do the adventures, magic and other characters change the life of the hero or heroine?*
- *What are two difficult decisions characters made? What influences these decisions? How do their decisions change their lives?*
- *What human characteristics do animals, etc have?*
- *What is the clash and struggle between good and evil?*
- *Who is the hero? What qualities make him or her heroic?*