



LESSON 6

Objective

Students read a select piece of literature (or an excerpt), apply and consider the framing questions, and engage in discussion around their verbal responses. Then they turn each question into a response and use sentence starters to express their responses in writing.

Procedure

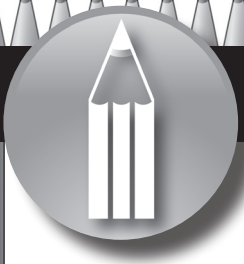
1. Explain to the class that the strongest readers are those who read “with purpose.” Compare this to a detective trying to solve a mystery. The first thing the detective might do is write down a number of questions he/she needs to answer in order to put all of the pieces of the puzzle together. Without these framing questions it would be much harder to know what the detective’s looking for. Some important clues might be missed.
2. Photocopy and distribute copies of student reference page: Framing Questions for Reading and Responding to Literature, p. 490. Introduce each example as an important “Text Forensics” question. Explain that the best readers will:
 - Read the entire selection first for sheer enjoyment.
 - Read the Framing Questions and consider them in relation to the text.
 - Reread the selection with these Framing Questions in mind.
 - Annotate the answers to these questions as you come across them in the text.
 - Answer the questions.
3. Discuss each question, with students offering and defending their responses based on evidence in the text.
4. Distribute copies of Read Like an Author, pp. 494-496, and remind students how to turn the key words in the question into a simple written response. MODEL an example or two for them. Then, have them continue answering the questions in this way, in writing (GUIDED PRACTICE).
NOTE: You may want to address the first 5 questions one day, and the second 6 questions on a subsequent day, or, if students need more time, discussion, and direction, tackle a few questions a day for 4 days.
5. Finally, show students how these “answers” can be combined into a paragraph in response to the text. Have them compile these into a paragraph on another sheet of paper or on the keyboard. Have students adjust sentence structure where needed for fluency, sentence variety, and flow and share with the class. **Apply this same question and answer process to any piece of literature your class is reading.**

LESSON AT A GLANCE:

Whole Class and Independent Activity

- *Discuss reading with “purpose”*
- *Introduce the Framing Questions*
- *MODEL applying questions*
- *GUIDED PRACTICE*

SAMPLE: In this story Evie is the main character, also known as the point of view character or the protagonist. It takes place on the rocky Maine coast. While babysitting her younger brothers she loses sight of them and falls between the rocks into a cave. The tone is one of great tension, fear, and anxiety as evidenced by Evie’s many questions: “How long would it be before they realized she was gone and come looking for her? Would they notice her sketch pad lying on the rocks, its pages shuffled and whipped by the wind?” We also see Evie’s worry and regret when she thinks about how she’d promised her grandmother a million times that she wouldn’t let her brothers explore the rocks alone, that she’d be right there looking out for them. From this short excerpt it seems that the theme might be all about responsibility and courage. Evie learned what can happen if we’re irresponsible, and she needs to be brave in order to get out of this dangerous situation. I’d hope that if faced with a similar situation that I’d stay calm and think clearly. It’s a good reminder about how important it is to be responsible.



Student Page

Name: _____

READ LIKE AN AUTHOR

In this excerpt from Turn the Cup Around, 12 year-old Evie is watching her little brothers, exploring the rocky shore along the coast of Maine. She gets distracted, loses track of the boys and slips and falls between the rocks. She finds herself in a cave, with no way to climb back out.

She opened her mouth to call out and shut it again. Why even bother? They'd never hear her. And on top of it, she'd promised Gram a million times that she wouldn't let her brothers explore the rocks alone, that she'd be right there looking out for them. And where were they now? Off on their own somewhere. How long would it be before they realized she was gone and come looking for her? Would they notice her sketch pad lying on the rocks, its pages shuffled and whipped by the wind? She thought of the two of them, traipsing across the cliffs, all taken up in their make-believe and exploring, and decided that she couldn't count on their coming back any time soon.

Taken from Turn the Cup Around by Barbara Mariconda

Delacorte Press © 1997



Name: _____

READ LIKE AN AUTHOR

You've read an excerpt from a narrative story. Now read each framing question, below. On the lines beneath each question, turn the key words into a simple response, using evidence from the story.

Ex. Who is the main character (point of view character or protagonist) in the story?

- The main character in this story, also known as the point of view character or protagonist, is Evie.

Or:

- In this story Evie is the main character, also known as the point of view character or the protagonist.

1. Where is the story set? _____

2. What is the tone or mood of the story? _____

3. What is the main character's problem, challenge, or adventure?

4. What is the main character's motivation (what does the main character want)?

5. Who or what stands in the way of the main character's motivation?



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6. Where does the author use suspense?

7. How does the main character feel about the situation?

8. How does the main character show his/her feelings?

9. How did the main character grow and change in response to story events?

10. What is the **theme** of the story and how is it demonstrated?

11. What would you do if faced with a similar challenge or adventure?
