

The following samples are from *Tools for Thought: Helping All Students Read, Write, Speak, and Think* by Jim Burke.

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# Reproducible Tools for Classroom Use

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# Continuum Creator

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

Assignment \_\_\_\_\_ Period \_\_\_\_\_

**Suggestions for Use:** Looking at data or ideas along a continuum helps us understand the qualities of that information. For example, some foods are "tasty" but not "delicious"; some teams are "great" but not "excellent." A continuum allows us to identify different categories or degrees. A Continuum of Importance, for example, shows us what is "irrelevant" and what is "essential." If we can determine what is "important," we know what to look for when we are writing, reading, or taking notes.

## Continuum of \_\_\_\_\_



### Before

1. Title your continuum to establish what you are trying to analyze. Examples: Continuum of Importance, Continuum of Performance, Continuum of Understanding, Continuum of Quality, Continuum of Probability, or Continuum of Attitude.
2. Decide what questions you should ask to help you determine:
  - The categories, or what should go in the boxes (e.g., High, Medium, Low)
  - The criteria for what should go in each section (e.g., To determine if something is "irrelevant," I will ask the question, "If you took this out of the story, would anything change?")
  - The purpose/focus of this continuum. Example: This continuum answers the question "How can I tell what is important when reading a newspaper article? When studying for a test? When taking notes during a lecture?"
3. Determine the traits of each point along the continuum.
  - Example: A score of 6 on the Continuum of Understanding means you understand the surface details (e.g., what it is) but not its meaning or importance. A 10 on the Continuum of Performance means you did it all and did it to the highest standard.

### During

1. As you read, write, listen, or watch, look for items appropriate for your continuum. For example, while reading about the history of Greece in your history textbook, determine if the information about who began the Trojan War is "important" according to your continuum. The same continuum would help you determine that it is not very important to know what the soldiers ate for dinner during the war; thus you should not include that in your notes.
2. Evaluate and revise your criteria as needed. If you realize that the criteria for importance are not useful, change them. For example, if your current criteria suggest that what the soldiers in the Trojan War ate *is* important, change them. This will help you take better notes, listen more effectively, and read with greater success.

### After

Use your continuum to prepare to write an essay or study for a test. It might even be a good idea to create a new continuum that helps you determine the likelihood of something being on the test: No chance/Possible/Probable/Inevitable or 0/25/50/75/100%.

## Character Card

[illegible]

## Useful Literary Terms

- allusion
- analogy
- antagonist
- character
- conflict
- convention(s)
- diction
- exposition
- imagery
- irony
- motif
- narrator
- persona
- plot
- point of view
- protagonist
- setting
- theme(s)
- tone
- voice

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## Core Skills

### ASK QUESTIONS

- Who is involved?
- What are they doing? (Why?)
- What do they want very badly? (Why?)
- What is the situation or problem?
- Who is telling the story? (Why?)
- How is the story designed? (Why?)
- What is the source of tension?
- Can you trust the narrator?

### MAKE CONNECTIONS

- I wonder why . . .
- What caused . . .
- I think . . .
- This is similar to . . .
- This is important because . . .
- This reminds me of . . .
- What I find confusing is . . .
- What will happen next is . . .
- I can relate to this because . . .

### PREDICT

- What will happen next?
- Why do you think that?
- What effect will that have on the story or the characters?

### SUMMARIZE

- What happened?
- What is essential to tell?
- What was the outcome?
- Who was involved?
- Why did this happen?
- Is that a detail or essential information?

### STANDARDS/TEST CONNECTION

- The best word to describe the tone is . . .
- What device does the author use to . . .
- The writer organizes information: sequentially, spatially, comparatively . . .
- The main character feels/thinks . . .

### SYNTHESIZE

- Three important points/ideas are . . .
- These are important because . . .
- What comes next . . .
- The author wants us to think . . .
- At this point the article/story is about . . .
- I still don't understand . . .
- What interested me most was . . .
- This means that . . .

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## Reading: Think About It!

### When reading remember to:

- Ask questions of the text, yourself, and the author
- Make connections to yourself, other texts, the world
- Use different strategies to achieve and maintain focus while reading
- Determine ahead of time why you are reading this text and how it should be read
- Adjust your strategies as you read to help you understand and enjoy what you read

### Evaluating how well you read

Evaluate and decide which of the following best describes your reading performance today. Explain *why* you gave yourself the score, also.

My reading was:

1. Excellent because I
  - read the full 20 minutes
  - read actively (e.g., used different strategies and techniques)
  - understood what I read
2. Successful because I
  - read almost the entire 20 minutes
  - tried to use some strategies that mostly helped me read better
  - understood most of what I read
3. Inconsistent because I
  - read only about half the time
  - used some strategies but they didn't help me much
  - understood some of what I read
4. Unsuccessful because I
  - read little or nothing
  - did not read actively
  - did not understand what I read
  - I didn't understand because . . .

### Develop your own questions

Develop your own question(s) or prompt(s) that you find helpful when thinking about how or what you read:

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- When reading I should . . .
- When I read today I realized that . . .
- I had a hard time understanding . . .
- I'll read better next time if I . . .

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- Why does the character/author . . .
- Why doesn't the character/author . . .
- What surprised me most was . . .
- I predict that . . .
- This author's writing style is . . .
- I noted that the author uses . . .
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- I realized . . .
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- I wonder why . . .
- One theme that keeps coming up is . . .
- I found the following quote interesting . . .
- I \_\_\_\_\_ this book because . . .

### Elaborating on what you think

- I think \_\_\_\_\_ because . . .
- A good example of \_\_\_\_\_ is . . .
- This reminded me of \_\_\_\_\_ because . . .
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## Literature Circle Roles

**Discussion Director:** Your role demands that you identify the important aspects of your assigned text and develop questions your group will want to discuss. Focus on the major themes or "big ideas" in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group's discussion.

**Illuminator:** You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or *important*. Your notes should include the quotations but also why you chose them and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

**Illustrator:** Your role is to draw what you read. This might mean drawing a scene as a cartoonlike sequence or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event related to the others. Explain how your drawing relates to the text. Label your drawings so we know who the characters are. Make your drawing on a separate sheet of paper.

**Connector:** Your job is to connect what you are reading with what you are studying or with the world outside of school. You can connect the story to events in your own life, news events, political events, or popular trends. Another important source of connections is books you've already read. The connections should be meaningful to you and those in your group.

**Word Watcher:** While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

**Summarizer:** Prepare a brief summary of the day's reading. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered listed or a time line.

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## Literature Circle Roles

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**Illuminator:** You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or *important*. Your notes should include the quotations but also why you chose them and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

**Illustrator:** Your role is to draw what you read. This might mean drawing a scene as a cartoonlike sequence or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event related to the others. Explain how your drawing relates to the text. Label your drawings so we know who the characters are. Make your drawing on a separate sheet of paper.

**Connector:** Your job is to connect what you are reading with what you are studying or with the world outside of school. You can connect the story to events in your own life, news events, political events, or popular trends. Another important source of connections is books you've already read. The connections should be meaningful to you and those in your group.

**Word Watcher:** While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

**Summarizer:** Prepare a brief summary of the day's reading. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered listed or a time line.



## Literature Circle Roles

### Discussion Director/Illuminator Questions

- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
- How might others think about this text/passage?
- What would you ask the writer if you could?
- What are the most important ideas/moments?
- What do you think will happen next—and why?
- What was the most important change in this section?

### Illustrator Questions

- Ask your group, "What does this picture mean?"
- Why did you choose this scene to illustrate?
- How does this drawing relate to the story?
- Why did you choose to draw it the way you did?
- Who and/or what is in this picture?
- What did drawing it help you see?
- What did this passage make you think about?
- What are you trying to accomplish in this drawing?

### Connector Questions

- What connections can you make to your own life?
- What/who else could you compare this story to?
- What other books might you compare to this one?
- What other characters or authors come to mind?
- What's the most interesting or important connection?
- How does this section relate to the ones before it?

### Word Watcher Questions

- Which words are used frequently?
- Which words are used in unusual ways?
- What words seem to have special meaning?
- What new words did you find in this section?
- What part of speech is this word?
- What is the connotative meaning of this word?
- What is the denotative meaning of this word?

### Summarizer Questions

- What are the most important events in the section?
- What makes them so important?
- How do these events affect the plot of characters?
- What changes did you notice when you read?
- What questions about this might appear on an exam?
- What might be a good essay topic for this section?

## Literature Circle Roles

### Discussion Director/Illuminator Questions

- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
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- What do you think will happen next—and why?
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### Summarizer Questions

- What are the most important events in the section?
- What makes them so important?
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- What questions about this might appear on an exam?
- What might be a good essay topic for this section?

## Literature Circle Roles

### Discussion Director/Illuminator Questions

- What were you thinking about as you read?
- What did the text make you think about?
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- What do you think will happen next—and why?
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### Illustrator Questions

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- Who and/or what is in this picture?
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- What did this passage make you think about?
- What are you trying to accomplish in this drawing?

### Connector Questions

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- What new words did you find in this section?
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### Summarizer Questions

- What are the most important events in the section?
- What makes them so important?
- How do these events affect the plot of characters?
- What changes did you notice when you read?
- What questions about this might appear on an exam?
- What might be a good essay topic for this section?

## Literature Circle Roles

### Discussion Director/Illuminator Questions

- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
- How might others think about this text/passage?
- What would you ask the writer if you could?
- What are the most important ideas/moments?
- What do you think will happen next—and why?
- What was the most important change in this section?

### Illustrator Questions

- Ask your group, "What does this picture mean?"
- Why did you choose this scene to illustrate?
- How does this drawing relate to the story?
- Why did you choose to draw it the way you did?
- Who and/or what is in this picture?
- What did drawing it help you see?
- What did this passage make you think about?
- What are you trying to accomplish in this drawing?

### Connector Questions

- What connections can you make to your own life?
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- How does this section relate to the ones before it?

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- What words seem to have special meaning?
- What new words did you find in this section?
- What part of speech is this word?
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### Summarizer Questions

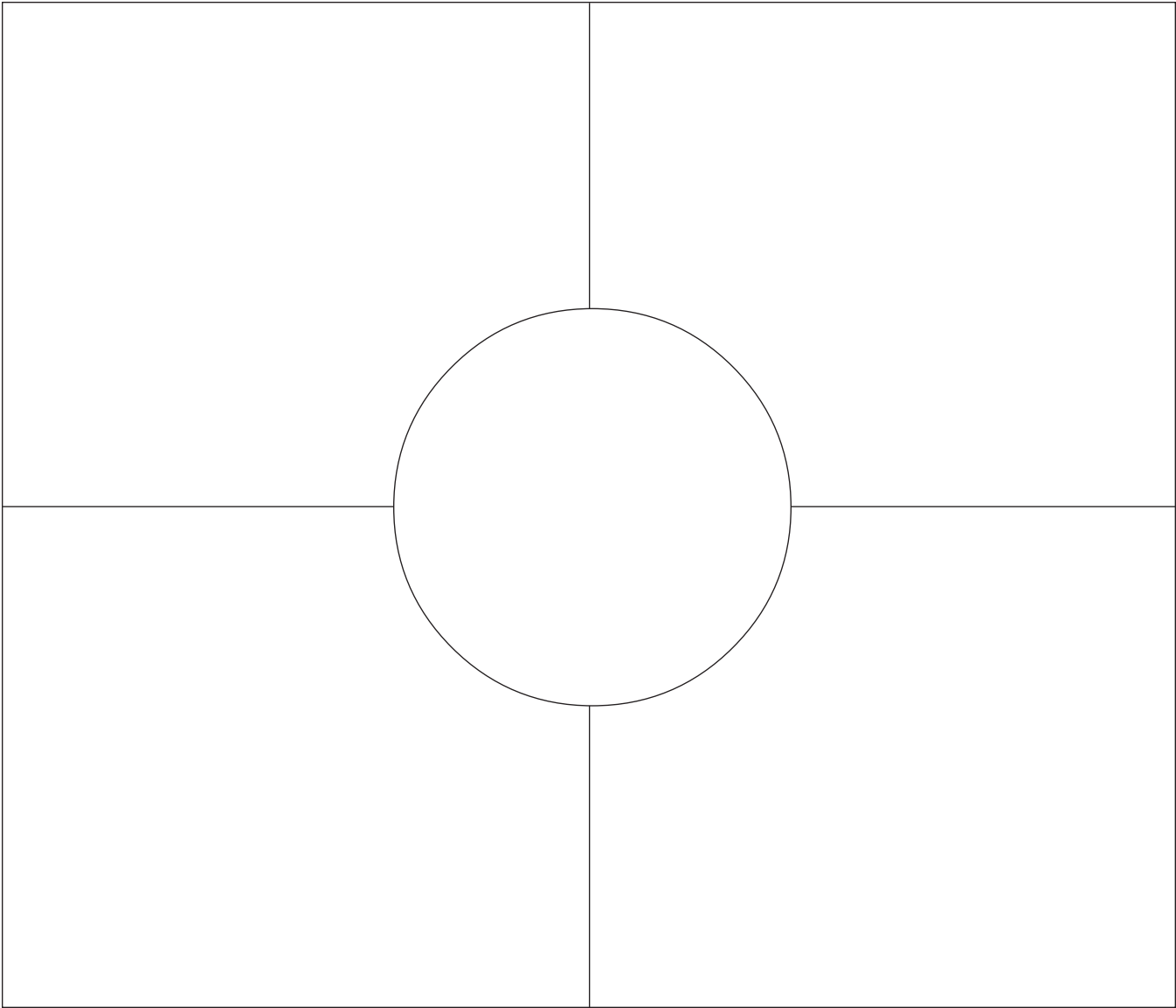
- What are the most important events in the section?
- What makes them so important?
- How do these events affect the plot of characters?
- What changes did you notice when you read?
- What questions about this might appear on an exam?
- What might be a good essay topic for this section?

# Conversational Roundtable

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

**Suggestions for Use:** Ask yourself what the focus of your paper, discussion, or inquiry is. Is it a character, a theme, an idea, a country, a trend, or a place? Then examine it from four different perspectives, or identify four different aspects of the topic. Once you have identified the four areas, find and list any appropriate quotations, examples, evidence, or details.

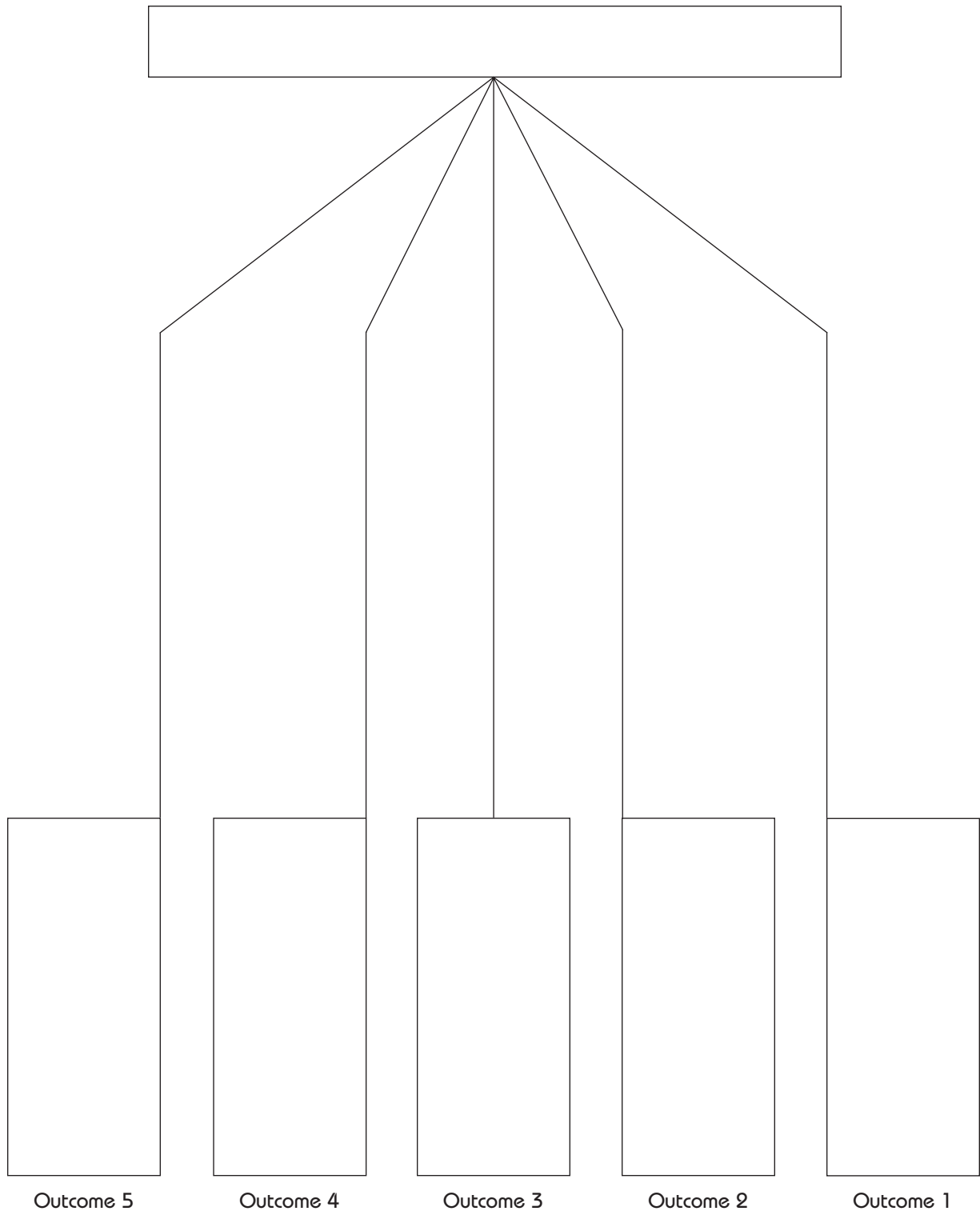


# Decision Tree

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

**Suggestions for Use:** Use this Decision Tree diagram to examine the possible outcomes of different decisions. You might consider the different consequences of a character's possible choices, or you might consider how it would change the story to tell it from different points of view. In Health, History, or Business, you might consider the ramifications of different choices. Provide arguments for and against each decision.



# Episodic Notes (Three-Square)

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

*Purpose:* Identify most important moments; show cause-effect and organization (sequence).

- 1. Determine the three most crucial stages, scenes, or moments in the story or process.
- 2. Draw in the box what happens and what you "see" in the text. Be as specific as possible.
- 3. Remember, these are *notes*, not works of art: try to capture the action and important details of the moment.
- 4. Explain (in the notes section) what is happening and why it is important.

Caption \_\_\_\_\_

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Caption \_\_\_\_\_

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# Episodic Notes (Six-Square)

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

*Purpose:* Identify most important moments; show cause-effect and organization (sequence).

1. Determine the most crucial stages, scenes, or moments in the story or process.
2. Draw in the box what happens and what you "see" in the text. Be as specific as possible.
3. Remember, these are *notes*, not works of art: try to capture the action and important details of the moment.
4. Explain (in the notes section) what is happening and why it is important.

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# Idea Cards

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


# Interactive Notes

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

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

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

# Linear Array

Name \_\_\_\_\_

Date \_\_\_\_\_

Topic \_\_\_\_\_

Period \_\_\_\_\_




# Literature Circle Notes: Overview of the Roles

**Discussion Director:** Your role demands that you identify the important aspects of your assigned text and develop questions your group will want to discuss. Focus on the major themes or “big ideas” in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group’s discussion.

## Sample Questions

- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
- How might other people (of different backgrounds) think about this text/passage?
- What *one* question would you ask the writer if you got the chance? Why?
- What are the most important ideas/moments in this text/section?
- What do you think will happen next—and why?
- What was the most important change in this section? How and why did it happen?

**Illuminator:** You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or *important*. Your notes should include the quotations but also why you chose them and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

## Sample Questions

- What is happening in this passage?
- Why did you choose this passage?
- What does this passage mean, or what is it discussing?
- How should you present this passage?
- Who is speaking or what is happening in this passage?
- What is the most unique aspect of this passage—and why is it unique?
- What did this quotation/passage make you think about when you read it?
- What makes this passage so confusing, important, or interesting?

**Illustrator:** Your role is to draw what you read. This might mean drawing a scene as a cartoonlike sequence or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event relates to the others. Explain how your drawing relates to the text. Label your drawings so we know who the characters are. Make your drawing on a separate sheet of paper.

## Sample Questions

- Ask members of your group, “What do you think this picture means?”
- Why did you choose this scene to illustrate?
- How does this drawing relate to the story?
- Why did you choose to draw it the way you did?
- What do we see—i.e., who and/or what is in this picture?
- What, if anything, did drawing it help you see that you had not noticed before?
- What did this quotation/passage make you think about when you read it?
- What are you trying to accomplish through this drawing?

**Connector:** Your job is to connect what you are reading with what you are studying or with the world outside of school. You can connect the story to events in your own life, news events, political events, or popular trends. Another important source of connections is books you’ve already read. The connections should be meaningful to you and those in your group.

## Sample Questions

- What connections can you make to your own life?
- What other places or people could you compare this story to?
- What other books or stories might you compare to this one?
- What other characters or authors might you compare to this one?
- What is the most interesting or important connection that comes to mind?
- How does this section relate to those that came before it?

**Word Watcher:** While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

## Sample Questions

- Which words are used frequently?
- Which words are used in unusual ways?
- What words seem to have special meaning to the characters or author?
- What new words did you find in this section?
- What part of speech is this word?
- What is the connotative meaning of this word?
- What is the denotative meaning of this word?

**Summarizer:** Prepare a brief summary of the day’s reading. Use the questions to the right to help you decide what to include. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered list or a time line.

## Sample Questions

- What are the most important events in the section you read?
- What makes them so important?
- What effect do these events have on the plot or the other characters?
- What changes—in plot, character, or tone—did you notice when you read?
- What questions about the section you read might appear on an exam?
- What might be a good essay topic for this section of the story?

# Literature Circle Notes: Discussion Director

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

**Discussion Director:** Your role demands that you identify the important aspects of your assigned text and develop questions your group will want to discuss. Focus on the major themes or “big ideas” in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group’s discussion.

Write your discussion questions here; write your responses to them in the main note-taking area to the right. >>>>

\_\_\_\_\_

- Sample Questions**
- What were you thinking about as you read?
  - What did the text make you think about?
  - What do you think this text/passage was about?
  - How might other people (of different backgrounds) think about this text/passage?
  - What *one* question would you ask the writer if you got the chance? Why?
  - What are the most important ideas/moments in this text/section?
  - What do you think will happen next—and why?
  - What was the most important change in this section? How and why did it happen?

**Assignment for Today:** page \_\_\_\_\_ — page \_\_\_\_\_

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**Topic to be carried over to tomorrow:** \_\_\_\_\_

**Assignment for Tomorrow:** page \_\_\_\_\_ — page \_\_\_\_\_

Here you should review, retell, or reflect on what you read so far. (Use the back if necessary.)

# Literature Circle Notes: Illuminator

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

**Illuminator:** You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or *important*. Your notes should include the quotations but also why you chose them and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

Write the page and paragraph number in this column. Unless the quote is really long, you should also write the quote in this column; write your responses to it in the main note-taking area to the right.>>>>

## Sample Questions

- What is happening in this passage?
- Why did you choose this passage?
- What does this passage mean, or what is it discussing?
- How should you present this passage?
- Who is speaking or what is happening in this passage?
- What is the most unique aspect of this passage—and why is it unique?
- What did this quotation/passage make you think about when you read it?
- What makes this passage so confusing, important, or interesting?

**Assignment for Today:** page \_\_\_\_\_ — page \_\_\_\_\_

**Topic to be carried over to tomorrow:** \_\_\_\_\_

**Assignment for Tomorrow:** page \_\_\_\_\_ — page \_\_\_\_\_

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# Literature Circle Notes: Illustrator

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

**Illustrator:** Your role is to draw what you read. This might mean drawing a scene as a cartoonlike sequence or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event relates to the others. Use the notes area to explain how your drawing relates to the text. Label your drawings so we know who the characters are. **Make your drawing on the back of this page or on a separate sheet of paper.**

Your drawing should be on the back or on a separate sheet of paper; your notes and explanation should be on the right.>>>>

**Sample Questions**

- Ask members of your group, "What do you think this picture means?"
- Why did you choose this scene to illustrate?
- How does this drawing relate to the story?
- Why did you choose to draw it the way you did?
- What do we see—i.e., who and/or what is in this picture?
- What, if anything, did drawing it help you see that you had not noticed before?
- What did this quotation/passage make you think about when you read it?
- What are you trying to accomplish through this drawing?

**Assignment for Today:** page \_\_\_\_\_ — page \_\_\_\_\_

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**Topic to be carried over to tomorrow:** \_\_\_\_\_

**Assignment for Tomorrow:** page \_\_\_\_\_ — page \_\_\_\_\_

Here you should review, retell, or reflect on what you read so far. (Use the back if necessary.)

\_\_\_\_\_

**Connector:** Your job is to connect what you are reading with what you are studying in this or other classes. You can also connect the story with events in your own life or the world outside school as depicted in the news or other media. Another valuable source of connections is books you've already read this year. Connections should be meaningful to you and those in your group.

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- What connections can you make between the text and your life?
- What other places or people could you compare this story to?
- What other books or stories might you compare to this one?
- What other characters or authors might you compare to this one?
- What current trends or events are related to this section of the book?
- What is the most interesting or important connection that comes to mind?
- What is the connection that no one else but you can discover?
- How does this section relate to those that came before it?

[illegible]

**Assignment for Tomorrow:** page \_\_\_\_\_ — page \_\_\_\_\_

## Literature Circle Notes: Word Watcher

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

**Word Watcher:** While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

In this column, write the word as well as page and paragraph numbers. Write the definition and any explanation about why you chose the word in the notes section to the right.>>>>

## Sample Questions

- Which words are used frequently?
- Which words are used in unusual ways?
- What words seem to have special meaning to the characters or author?
- What new words did you find in this section?
- What part of speech is this word?
- What is the connotative meaning of this word?
- What is the denotative meaning of this word?

**Assignment for Today:** page \_\_\_\_\_ — page \_\_\_\_\_

Topic to be carried over to tomorrow:

**Assignment for Tomorrow:** page \_\_\_\_\_ — page \_\_\_\_\_

Here you should review, retell, or reflect on what you read so far. (Use the back if necessary.)

# Literature Circle Notes: Summarizer

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

**Summarizer:** Prepare a brief summary of the day's reading. Use the questions to the right to help you decide what to include. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered list or a time line.

Write your discussion questions here; write your responses to them in the main note-taking area to the right.>>>>

## Sample Questions

- What are the most important events in the section you read?
- What makes them so important?
- What effect do these events have on the plot or the other characters?
- What changes—in plot, character, or tone—did you notice when you read?
- What questions about the section you read might appear on an exam?
- What might be a good essay topic for this section of the story?

**Assignment for Today:** page \_\_\_\_\_ — page \_\_\_\_\_

**Topic to be carried over to tomorrow:**

**Assignment for Tomorrow:** page \_\_\_\_\_ — page \_\_\_\_\_

Here you should review, retell, or reflect on what you read so far. (Use the back if necessary.)

# Outline Notes

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

**Main Idea/Subject** \_\_\_\_\_

Supporting Idea 1. \_\_\_\_\_

Details/Examples A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Supporting Idea 2. \_\_\_\_\_

Details/Examples A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Supporting Idea 3. \_\_\_\_\_

Details/Examples A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Supporting Idea 4. \_\_\_\_\_

Details/Examples A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

**Summary/Observations**



# Speech Outline Notes

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

**Main Idea/Subject** \_\_\_\_\_

(What is the question your speech is trying to answer?)

**Introduction** \_\_\_\_\_

**Consider:**

- Asking a thought-provoking question
- Beginning with a good/funny story
- Opening with a demonstration
- Making a strong statement
- Using a prop or visual

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

**Body of My Speech** \_\_\_\_\_

**Details/Examples** A. \_\_\_\_\_

**Remember to:**

- Organize your speech in order of importance, chronological order, comparison/contrast, cause/effect, order of location, or problem/solution
- Use interesting details, examples, or stories
- Consider your audience's needs and questions

• \_\_\_\_\_

B. \_\_\_\_\_

• \_\_\_\_\_

C. \_\_\_\_\_

• \_\_\_\_\_

D. \_\_\_\_\_

• \_\_\_\_\_

E. \_\_\_\_\_

• \_\_\_\_\_

**Conclusion** \_\_\_\_\_

**Details/Examples** A. \_\_\_\_\_

**Remember to:**

- Tell one last interesting fact or story
- Explain why the topic is important
- Sum up the most important ideas in your speech
- Make a strong statement

B. \_\_\_\_\_

C. \_\_\_\_\_

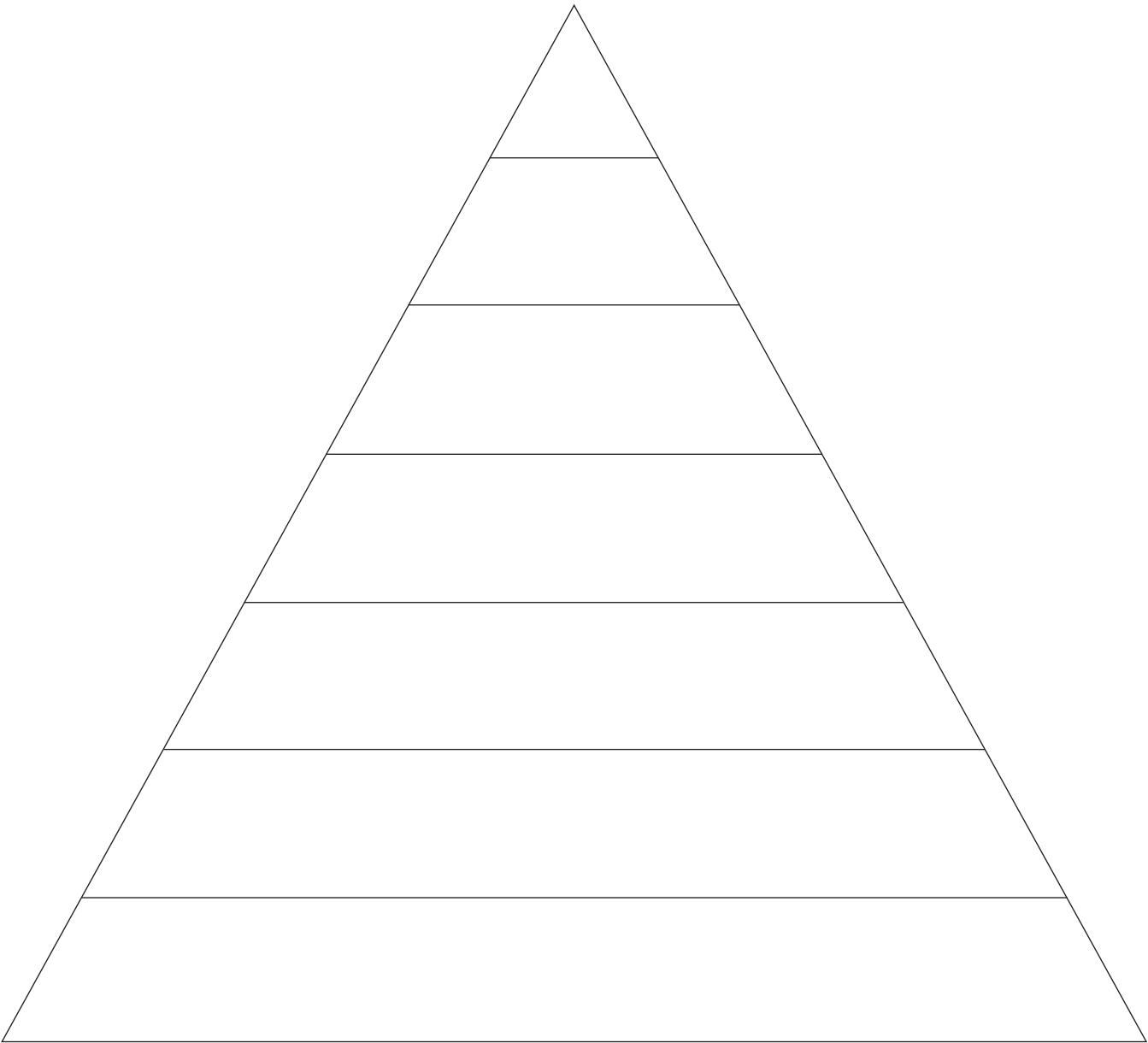
D. \_\_\_\_\_

E. \_\_\_\_\_

# Pyramid Notes

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

Topic \_\_\_\_\_ Period \_\_\_\_\_



Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Cornell Notes

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

[illegible]

Q Notes

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

**Overview:** Q Notes combine two well-known and powerful methods: SQ3R and Cornell Notes. I call them "Q Notes" because you can only write Q-uestions in the left-hand margin; when you prepare for a Q-uiz, the Q-uestions serve as CUES to remind you what you must know. When using these notes to study, fold the **right edge** of the paper over so that it lines up with the dotted line. You should then only be able to see your questions in the Q-column. Use these to Q-uiz yourself.

**Directions:** Turn the titles, subheadings, and topic sentences into questions in this column.

**Directions:** In this area, write the answers to the questions. Use bullets or dashes to help organize your ideas. Also, use symbols and abbreviations to help you take notes more efficiently.

Here you should review, retell, or reflect on what you read so far.

# Reporter's Notes

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Topic \_\_\_\_\_ Period \_\_\_\_\_

**Reporter's Notes** help you get the crucial information—not “just the facts, Ma’am,” but the meaning of the facts, too. These are the questions all reporters ask when they write their articles. These are the questions that good readers ask. Not all questions are always appropriate; you decide if it’s okay to leave one or more blank, but be sure you can explain why that information is absent.

<b>WHO</b> (is involved or affected)	<b>Most Important WHO</b>
<b>WHAT</b> (happened)	<b>Most Important WHAT</b>
<b>WHERE</b> (did it happen)	<b>Most Important WHERE</b>
<b>WHEN</b> (did it happen)	<b>Most Important WHEN</b>
<b>HOW</b> (did they do it or did others respond)	<b>Most Important HOW</b>
<b>WHY</b> (did they do this, react this way)	<b>Most Important WHY</b>
<b>SO WHAT?</b> (Why is this event/info/idea important?)	<b>Most Important SO WHAT?</b>

# Sensory Notes

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

**Directions:** Sensory Notes are a tool and technique designed to help you pay closer attention to details while you read. Effective readers use all their senses while they read. Use this sheet to take notes on what you see, hear, smell, feel—and think—as you read. Be specific and, if possible, write down the page numbers for future reference.

I SEE . . .	Most Important Image
I HEAR . . .	Most Important Sound
I FEEL . . .	Most Important Sensation
I SMELL . . .	Most Important Scent
I THINK . . .	Most Important Thought

## Spreadsheet Notes (Three-Column)

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

[illegible]

### Summary/Response

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

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

[illegible]



## Spreadsheet Notes (Multicolumn)

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

[illegible]

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Title \_\_\_\_\_ Name \_\_\_\_\_ Period \_\_\_\_\_

[illegible]

# Story Notes

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

**Main Characters** (Tip: Before listing them, determine what makes someone a "main character.")

**Setting** (Tip: Setting includes not just time, but place and atmosphere.)

**Primary Conflicts/Central Problems**

**Main Events** (Tip: Before listing them, determine the criteria for a "main event.")

**Climax**

**Resolution**

**Observations/Conclusions** (Tip: Consider important themes, surprises, and connections to your life, other books, or classes.)

# Plot Notes

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

- 1. **Exposition:** Background information establishing the setting and describing the situation in which the main characters find themselves.
- 2. **Rising action:** Characters face or try to solve a problem. This results in conflicts within themselves or with others; these conflicts grow more intense and complicated as the story unfolds.
- 3. **Climax:** Eventually the story reaches a crucial moment when the character must act.
- 4. **Falling action:** Sometimes called the denouement, this part of the story explores the consequences of the climactic decision. The reader feels the tension in the story begin to ease up.
- 5. **Resolution:** The story's central problem is finally solved, leaving the reader with a sense of completion, though the main character may not feel the same way.

Exposition (Beginning)		Rising Action		Climax	Falling Action		Resolution (Ending)
Exposition (Beginning)		Rising Action		Climax	Falling Action		Resolution (Ending)
What's Most Important?		Most Important?		What's Most Important?			

**Observations:** Possible themes, important characters, notes on the author's style

# Summary Notes

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

Topic \_\_\_\_\_ Period \_\_\_\_\_

## BEFORE

1. Determine your purpose.
2. Preview the document.
3. Prepare to take notes.

## DURING

4. Take notes to help you answer these questions:
  - Who is involved?
  - What events, ideas, or people does the author emphasize?
  - What are the causes?
  - What are the consequences or implications?
5. Establish criteria to determine what is important enough to include in the summary.
6. Evaluate information as you read to determine if it meets your criteria for importance.

## AFTER

7. Write your summary, which should:
  - Identify the title, author, and topic in the first sentence
  - State the main idea in the second sentence
  - Be shorter than the original article
  - Begin with a sentence that states the topic (see sample)
  - Include a second sentence that states the author's main idea
  - Include 3–5 sentences in which you explain—in *your own words*—the author's point of view
  - Include one or two interesting quotations or details
  - Not alter the author's meaning
  - Organize the ideas in the order in which they appear in the article
  - Use transitions such as "According to" + the author's name to show that you are summarizing someone else's ideas
  - Include enough information so that someone who has not read the article will understand the ideas

**Sample verbs:** The author:

- |              |              |
|--------------|--------------|
| • argues     | • focuses on |
| • asserts    | • implies    |
| • concludes  | • mentions   |
| • considers  | • notes      |
| • discusses  | • points out |
| • emphasizes | • says       |
| • examines   | • states     |
| • explores   | • suggests   |

Sample summary written by Jackie Ardon

In "Surviving a Year of Sleepless Nights," Jenny Hung **discusses** success and how it may not be so good. Hung **points out** that having fun is better than having success and glory. Jenny Hung survived a painful year because of having too many honors classes, getting straight A's, and having a GPA of 4.43. Why would any of this be bad? It's because she wasn't happy. She describes working so hard for something she didn't really want. **At one point she says**, "There was even a month in winter when I was so self-conscious of my raccoon eyes that I wore sunglasses to school." She says she often stayed up late doing work and studying for tests for her classes. After what she had been through, she decided that it was not her life, and chose her classes carefully once sophomore year came around.

# Summary Sheet

Name \_\_\_\_\_ Unit/Subject \_\_\_\_\_

Period \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

[illegible]

# Synthesis Notes

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

**Directions:** Use this page to gather and organize the crucial information about the story. Use the right-hand column to identify one aspect or character that seems vital to the story. You might determine what is most crucial by asking, "Which of all these (e.g., characters) makes the biggest difference in the story?" Some sections *might* be empty when you finish.

Story Title (and possible meaning)	Most Important Aspect (Explain)
Characters (name, description, roles)	Most Important Aspect (Explain)
Setting (where, when, atmosphere)	Most Important Aspect (Explain)
Themes (ideas(s) central to the story; include examples)	Most Important Aspect (Explain)
Plot (what happens)	Most Important Aspect (Explain)
Style (use of language, imagery, symbolism, dialogue)	Most Important Aspect (Explain)
Point of View (tense, reliability, focus, narrator, in time)	Most Important Aspect (Explain)
Design (linear, episodic; use of special form—e.g., letter, journal)	Most Important Aspect (Explain)
Tone (what the story sounds like)	Most Important Aspect (Explain)

## T Notes

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

Subject \_\_\_\_\_ Period \_\_\_\_\_

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[illegible]

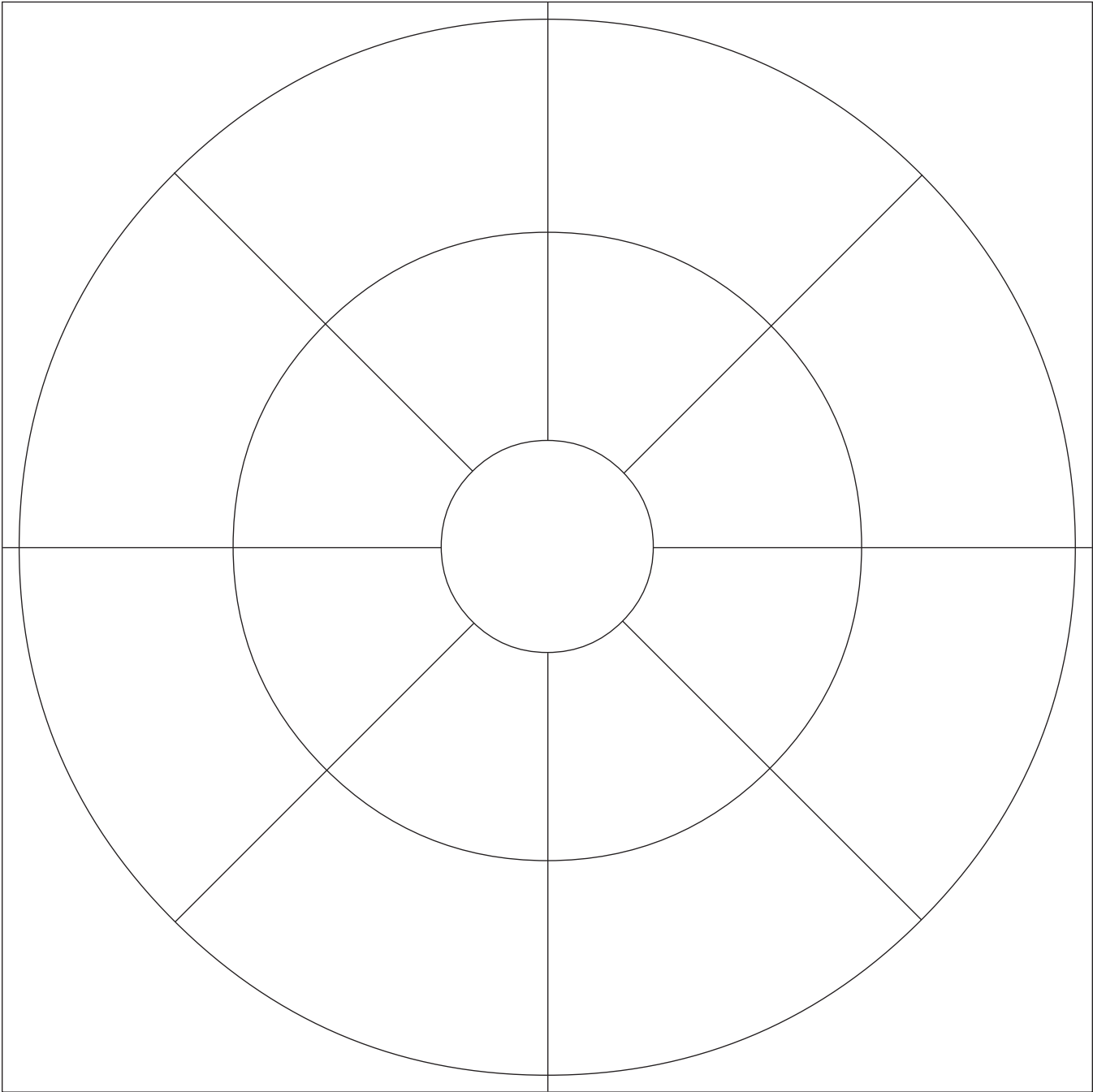
Here (and on the back) you should write your observations, draw your conclusions, write your summary.



# Target Notes

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

Subject \_\_\_\_\_ Period \_\_\_\_\_

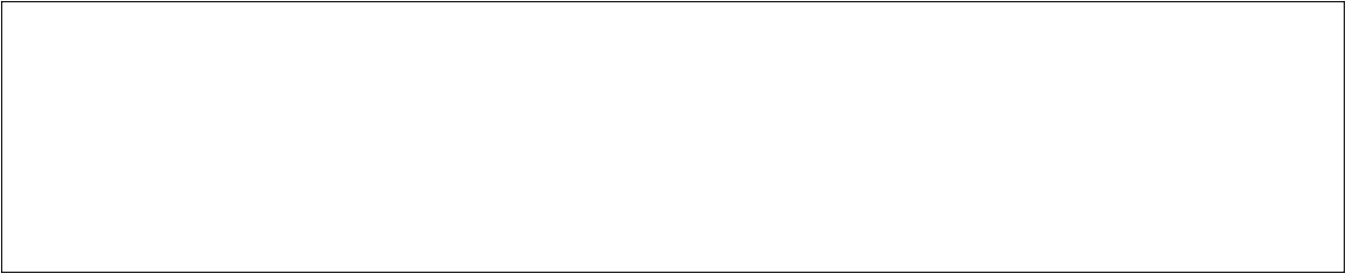
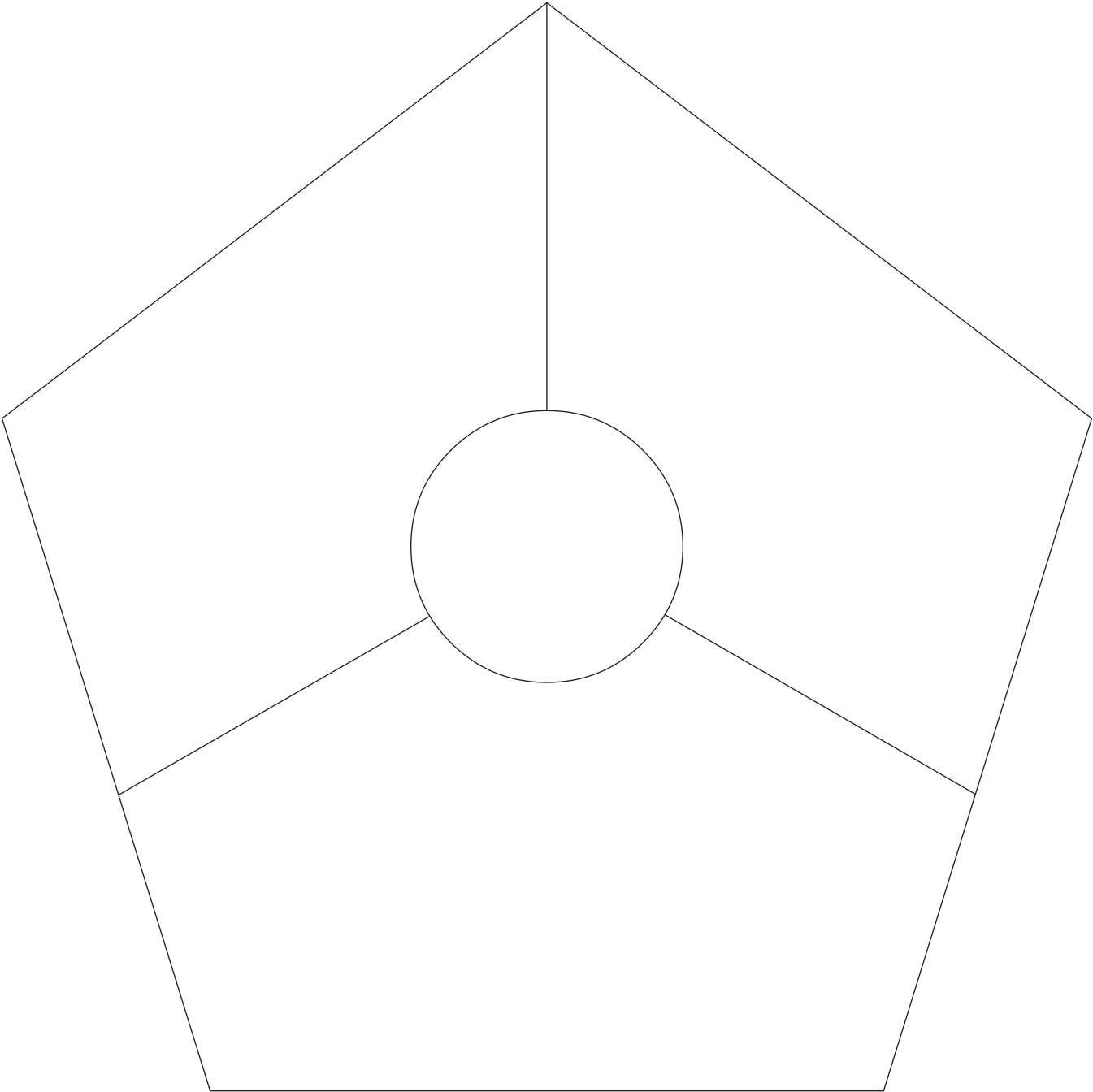


# Think in Threes

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

Project \_\_\_\_\_ Page \_\_\_\_\_



# Time Line Notes

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

**Directions:** Each line represents the next stage in a sequence. In a novel this might mean the next scene or chapter; in history it might mean the next event or year. In the box underneath each line you should explain why this happened, what it means, why it is important, or what it will cause to happen next.

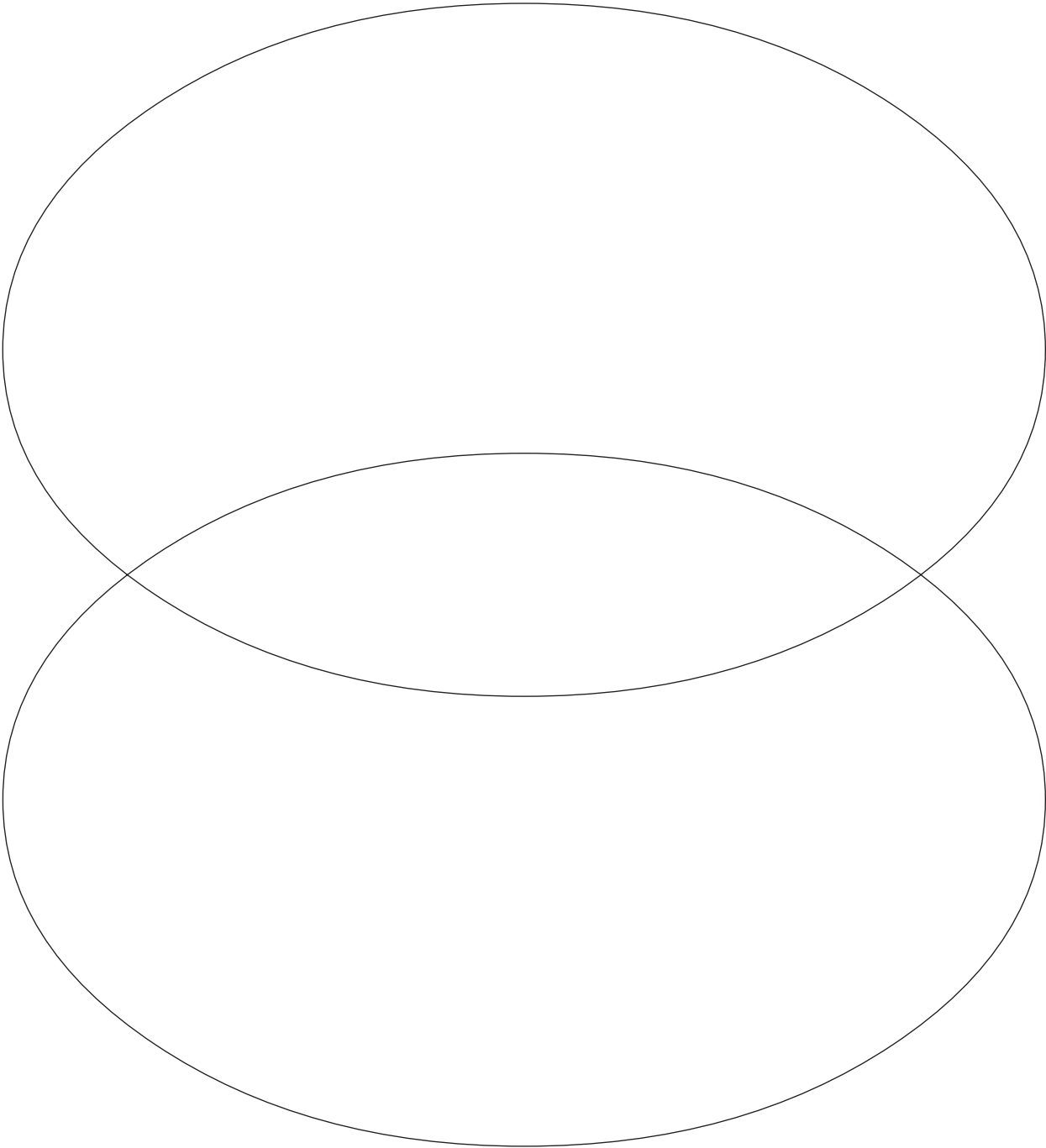
1. [ ]	2. [ ]
3. [ ]	4. [ ]
5. [ ]	6. [ ]
7. [ ]	8. [ ]
9. [ ]	10. [ ]
11. [ ]	12. [ ]

**Notes/Observations:**

# Venn Diagram (Two-Domain)

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

Topic \_\_\_\_\_ Period \_\_\_\_\_



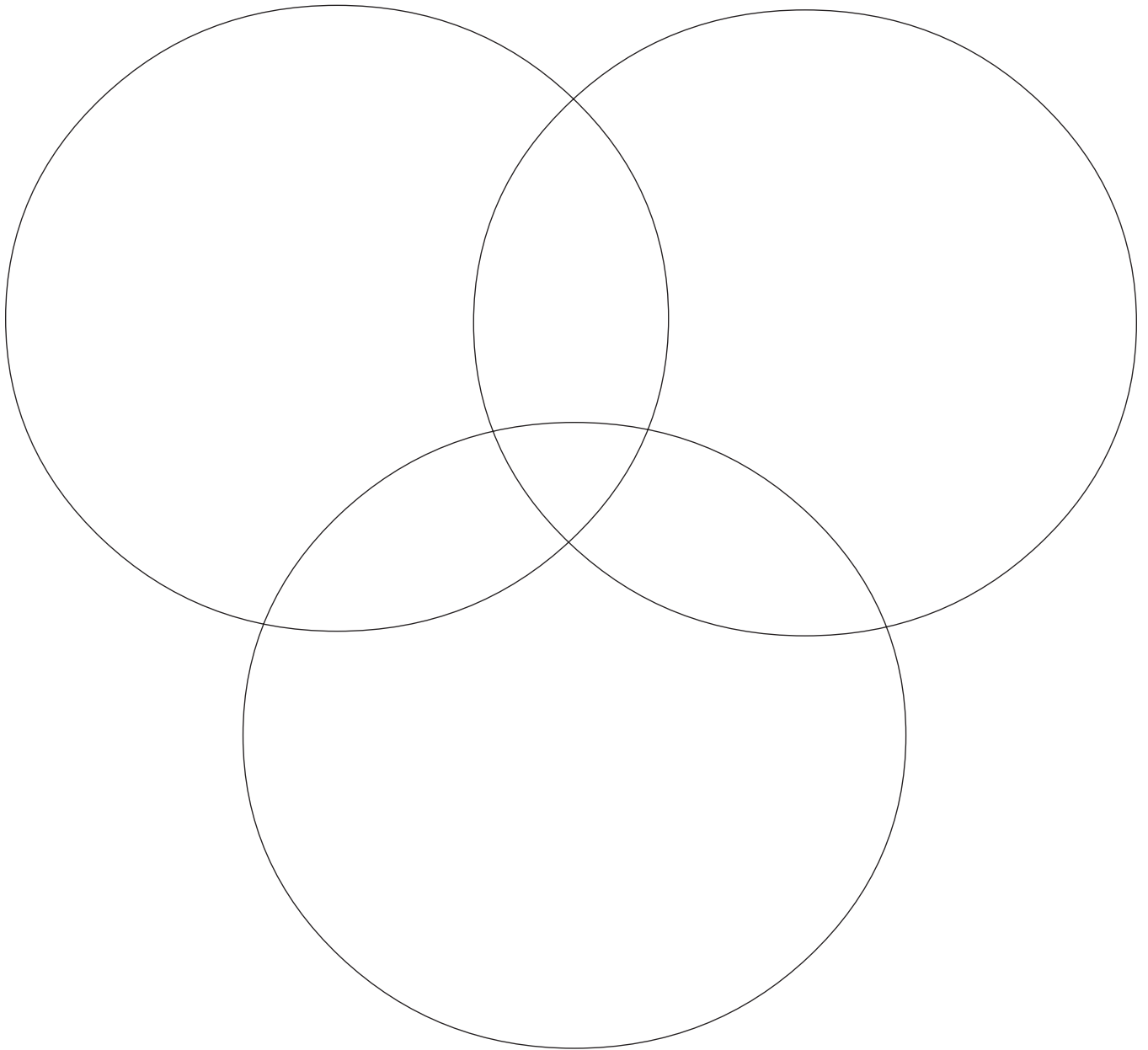
Observations/Conclusions:

# Venn Diagram (Three-Domain)

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

Topic \_\_\_\_\_ Period \_\_\_\_\_



**Observations/Conclusions:**

# Vocabulary Squares

Name \_\_\_\_\_ Period \_\_\_\_\_ Week \_\_\_\_\_

Directions: Please base your sentences on your current reading assignment unless otherwise directed.

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	