Reader-Response Stems

*When using any of the reader-response stems, be sure to include evidence (text-based details) in order to support your thinking; 3 + pieces of evidence usually works well to support claims.

### Reading Comprehension

#### 1. Main Idea (the point)
- The main idea is __________.

#### Theme (= topic + author’s opinion)
- The theme of the selection is ________________.
- Theme of _______ is shown through ________.

#### 2. Summary (big idea and supporting B.M.E. details)
- The best title for this section is _______ because...
- This text is mainly about ____________________.

#### 3. Inference (read between lines)
- Based on the text, one inference/assumption that can be made about _______ is __________.
- (Character) will most likely (action) because...
- When the author says “________” on page ___
  he/she really means __________.
- After (end of the story event/circumstance) (character) will most likely _____ because...

#### 4. Vocabulary (words and meanings)
- The word _______ in the statement “________” (pg#) means ________.
- Use literary terms in reader-response to demonstrate knowledge of content vocabulary.

### Critical Reading

#### 1. Literary Elements & Devices (author’s tools)
- The main conflict of the story is __________.
- (Character’s) actions/traits contribute to the conflict in the story by...
- The problem (character) faces is ______, and in order to solve this problem he/she (steps to solve the problem)___.
- The word that best describes (character) is _____ because...
- The sentence “______” is an example of (literary device) and is used to...
- (Character) changes by (how character changes), which is demonstrated through...
- (Character) feels ___ about (character/event/issue).

#### 2. Text Features (parts of the text)
- The purpose of the (text feature) is to __________.
- The author uses headings to help the reader______.

#### 3. Compare & Contrast (similarities & differences)
- _______ is similar/different than _______ because...
- The author of _______ states “_______”, and the author of ____ also demonstrates this idea by...
- The (author/poet/subject’s) feelings about _____ are similar/different with the (author/poet/subject’s) feelings about ______ as demonstrated when...
- (Character/person’s) experiences are different/ similar from (character/person’s) experiences with ________.
CRITICAL READING cont...

4. Cause & Effect (why? because...)
   - _____ happened because....
   - (Character’s) experience with _____ influenced his/her growth by...
   - The problem (character/person) faces results in______.
   - The problem (character/person) experienced is resolved by...
   - The main cause of ______ is ________.

5. Drawing Conclusions (fact + fact + fact = conclusion)
   - One conclusion a reader can draw about _____ is _____ because....

   Evaluate (judging ____ vs. ____)
   - (Character’s) decision to______ is ______ because...
   - The author’s idea that ____ is (opinion based on evidence).
   - Many people like to (action related to text). The author would think this is ______ because...
   - The reason (character) takes the action of ______ is because...
   - The treatment of (character) by (character) is ______ because...

6. Extend Beyond the Text (book → life)
   - If I were a committee to _____, I would use the ideas of ______ to encourage people to _____.
   - Advice (character) would give about (topic) would be ____ because...
   - This text would be useful to someone who wanted to ____ because...

7. Author’s Purpose (writer’s target/goal)
   - The author uses ____ tone as shown by...
   - The author’s purpose for writing is to _____ as shown by...
   - The author includes (device/technique) in order to______.
   - If people want to study (text-related subject), two lessons they could learn from the text to make them successful are _____ and ______.

READING PROCESS

Metacognitive Logs

1. Choose a stem that fits something that happened during your reading time:
   - I got confused when...
   - I was distracted by...
   - I started to think about...
   - I got stuck when...
   - The time went quickly because...
   - A word/some words I don’t know were...
   - The way I figured out unknown words were...
   - I stopped because...
   - I lost track of everything except...
   - I figured out that...
   - I first thought_______ but then I realized...
   - Something I noticed about my fluency is...
   - Something I noticed about my stamina is...

2. Reflect on your response to #1:
   - I solved this problem by...
   - I didn’t solve this problem, but in the future I could try...
   - This was good because...
   - This worked because...

Reminder: Metacognition = thinking about your own thinking

READER-RESPONSE REQUIREMENTS:

After 20 minutes of reading, please respond by doing the following in the response section of your composition notebook:

1. Write the title, author and the page numbers of book section covered across the top of the page.

2. Write a 1+ page response using one reading comprehension skill and one critical reading skill.

The key is to elaborate on your thinking and use evidence (~3 text-based details) to support your claims.