

_____’s

40 Book Challenge

Genre Overview

<u>Code</u>	<u>Genre</u>	<u>Definition</u>
Fan	Fantasy	Story with impossible elements such as talking animals or magical powers. (Make-believe)
RF	Realistic Fiction	Story with made-up characters that could happen in real life.
My	Mystery	Suspenseful story about a puzzling event to be solved.
FFM	Folklore, Fairytale, Myth (Traditional Literature)	Stories passed down in history.
HF	Historical Fiction	Often the setting is real, but the characters and events are fictional.
SF	Science Fiction	A type of fantasy that uses science and technology. (robots, aliens, etc.)
Info	Informational	Texts that provide facts about various topics.
Bio	Biography	Story of a real person's life written by another person/or themselves (autobiography).
Poe.	Poetry	Often using rhythm and rhyme to create thought and feeling.
Ad	Adventure	A story with exciting or very unusual experiences, bold, risky or hazardous action of uncertain outcome.
Fic	Classic Fiction	Classic literature comprising of different genres.
Hum.	Humor	A story with comical outcomes.
NF	Non Fiction	Texts about real people, topics or events.
Th	Thriller	A story with suspenseful, gripping, or creepy characters, settings or events.

Dear Student,

I am challenging you to read 40 books by the end of the school year. You will expand your reading horizons, and I know you can do it! The purpose of this challenge is to have you read books you might not normally choose and to increase your love of reading. It will also prepare you for the Battle of the Books in May. At-home reading is 90% of literacy homework and will be reflected in the term grade. The "rules" are listed below.

- Each book must be read by you (audio books don't count). Books read independently during silent reading time count towards the 40-book total, but books read as a class do not count.
- 1 book = 100 pages, so a book with 310 pages would count as 3 books.
- You'll be required to read 30 minutes per night and must complete the nightly reading log. This reading counts towards the 40-book total.
- You should pay attention to the genre requirements each term when making their book choices. We will discuss the different genres in class.
- Books should be at a 5th grade reading level. I have books available for you to check out from my classroom library.
- You are *strongly encouraged* to read as many of the Battle of the Books** novels as possible (see list on back). You will participate in a book "battle" in May.
- For each 100 pages read, you will complete a Reading Response page for the correct genre.
- 40 Book Challenge packets will be kept at home and turned in once mid-term and once at the end of the term.

Happy reading!

Sincerely, Mrs. Smith

** See back side for a complete list of the *Battle of the Books* novels.

Just Read: Our Reading System

DIRECTIONS: Fill in as much of the information below as you can. If you don't have an answer for every box, that's okay! Remember, this log is for YOU! After you read a book, put a big CHECK in the column titled "Read?" to celebrate finishing a book you set out to read.

[illegible]

Battle of the Books

(Please Read Carefully)

- This year, our class is participating in the “Battle of the Books.” This means there is a national list of 20 specific books you’ll be challenged to read between now and 4th term. We’ll read 3-4 together in class; the rest you’ll read on your own at home. If you’ve read one of these book in the past, you don’t *have* to re-read it, but you may want to refresh your memory.
- I will have 2-3 copies of each book available to check out from my classroom library. Our school library will have some, and you should also be able to check them out from your local city library.
- You are not required to read *these* books to fulfill your 40 Book Challenge, but any books from the list you do read will count. If you read everything on the Battle of the Books list, it will count as 35 of the 40 books. You’d only need to read 3 poetry, 3 nonfiction and 2-4 biographies to complete the 40 Book Challenge!
- At the end of the year, we’ll have a book battle using the national list of questions. Our class will be divided into random teams and asked trivia questions from all 20 books.
- Note: *Even if you choose not to read these books*, you will still be responsible for helping your team in the Battle of the Books at the end of the year! You won’t want to let your team down, so I suggest you read as many as you can.

2023-2024 Battle of the Books List

Here are the 16 books you will be reading independently throughout the school year. (We will read the non-bolded books together in class.)

TITLE	AUTHOR	GENRE	PAGES
Brothers at Bat: The True Story All-Brothers Baseball Team	Vernick, Audrey	Bio / Pic	40
Candy Shop War, The	Mull, Brandon	Adv/Fan	400
Castle in the Attic, The	Winthrop, Elizabeth	Fan.	192
Ella Enchanted	Levine, Gail Carson	Fan.	240
Escape from Mr. Lemoncello's Library	Grabenstein, Chris	Mys.	336
<i>Esperanza Rising</i>	Ryan, Pam Munoz	Hist. Fic	262
<i>Hatchet</i>	Paulsen, Gary	Adv.	192
Holes	Sachar, Louis	Real Fic	233
Ice Magic	Christopher, Matt	Real Fic	151
Love, Ruby Lavendar	Wiles, Deborah	Real Fic	212
Mad Wolf's Daughter, The	Magras, Diane	Adv.	304
Masterminds	Korman, Gordon	Mys.	352
My Side of the Mountain	George, J. Craighead	Adv.	177
<i>Number the Stars</i>	Lowry, Lois	Hist. Fic	144
Princess Academy, The	Hale, Shannon	Fan.	336
Scared Stiff	Roberts, Willo Davis	Mys.	256
Unusual Chickens for the Exceptional Poultry Farmer	Jones, Kelly	Real Fic	240
<i>White Mountains, The (Tripods Series #1)</i>	Christopher, John	Sci. Fic	195
Who Was Neil Armstrong?	Edwards, Roberta	Bio.	112
Wonder	Palacio, R.J.	Real Fic	320

Reading Tracker: Term 1

☐☐ Poetry Anthologies ☐☐☐ Traditional Lit.

☐☐☐☐☐ Nonfiction ☐☐☐ Biography/Autobiography

☐☐ Picture Book -or- Graphic Novel


*** Books read in the genres below **must be chapter-book-length & on grade level** ***

☐☐☐ Historical Fic. ☐☐ Mystery ☐☐☐ Realistic Fic.

☐☐☐ Fantasy ☐☐ Science Fiction ☐☐ Adventure

☐☐☐☐☐☐☐☐☐☐ Any Chapter Book

→ 100 pages = 1 book, 200 pages = 2 books, 300 pages = 3 books, 400 pages = 4 books, etc. ←

#	Date Finished	Title	Author	# Pages	Genre	Which Response Page Completed?		Battle of the Books (Y / N)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Total books read so far this year: _____

Notes / Comments:

Reading Tracker: Term 2

☐☐ Poetry Anthologies ☐☐☐ Traditional Lit.

☐☐☐☐☐ Nonfiction ☐☐☐ Biography/Autobiography

☐☐ Picture Book -or- Graphic Novel


*** Books read in the genres below *must be chapter-book-length & on grade level* ***

☐☐☐ Historical Fic. ☐☐ Mystery ☐☐☐ Realistic Fic.

☐☐☐ Fantasy ☐☐ Science Fiction ☐☐ Adventure

☐☐☐☐☐☐☐☐☐☐ Any Chapter Book

→ 100 pages = 1 book, 200 pages = 2 books, 300 pages = 3 books, 400 pages = 4 books, etc. ←

#	Date Finished	Title	Author	# Pages	Genre	Which Response Page Completed?		Battle of the Books (Y / N)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Total books read so far this year (Term 1 + Term 2): _____

Notes / Comments:

Reading Tracker: Term 3

☐☐ Poetry Anthologies ☐☐☐ Traditional Lit.

☐☐☐☐☐ Nonfiction ☐☐☐ Biography/Autobiography

☐☐ Picture Book -or- Graphic Novel


*** Books read in the genres below *must be chapter-book-length & on grade level* ***

☐☐☐ Historical Fic. ☐☐ Mystery ☐☐☐ Realistic Fic.

☐☐☐ Fantasy ☐☐ Science Fiction ☐☐ Adventure

☐☐☐☐☐☐☐☐☐☐ Any Chapter Book

→ 100 pages = 1 book, 200 pages = 2 books, 300 pages = 3 books, 400 pages = 4 books, etc. ←

#	Date Finish ed	Title	Author	# Pages	Genre	Which Response Page Completed?		Battle of the Books (Y / N)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Total books read so far this year (Term 1 + Term 2 + Term 3): _____

Notes / Comments:

Reading Tracker: Term 4

☐☐ Poetry Anthologies ☐☐☐ Traditional Lit.

☐☐☐☐☐ Nonfiction ☐☐☐ Biography/Autobiography

☐☐ Picture Book -or- Graphic Novel

*** Books read in the genres below **must be chapter-book-length & on grade level** ***

☐☐☐ Historical Fic. ☐☐ Mystery ☐☐☐ Realistic Fic.

☐☐☐ Fantasy ☐☐ Science Fiction ☐☐ Adventure

☐☐☐☐☐☐☐☐☐☐ Any Chapter Book

→ 100 pages = 1 book, 200 pages = 2 books, 300 pages = 3 books, 400 pages = 4 books, etc. ←

#	Date Finish ed	Title	Author	# Pages	Genre	Which Response Page Completed?	★ s	Battle of the Books (Y / N)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Total books read so far this year (Term 1 + Term 2 + Term 3): _____

Notes / Comments:

Just Read: Our Reading System

Fictional Genres

Adventure	Realistic Fiction
Classic Fiction	Historical Fiction
Fantasy	Science Fiction
Humor	Thriller
Mystery	Picture Books

Book Title: _____

Author: _____

Name _____

Book Bites: Making Inferences

Question Stems

Inferring means filling in what is not in the book by taking a closer look.

The story said _____, which made me think
_____ because
_____.

How _____ (character) acts tells me _____
_____ because _____.

I think _____ (predict something that will happen) because
_____.

How _____ (character) feels makes me _____
because _____.

When I read _____, it made me realize _____
_____.

What _____ (character) says tells me _____
because _____.

Book Title: _____

Author: _____

Name: _____

Book Bites: Theme

Question Stems

EVERY BOOK IS WRITTEN BECAUSE THE AUTHOR HAS SOMETHING TO TELL US.

What is the theme of the book?

How does the main character change throughout the story? What do you think this means about the theme?

What is the theme?

How do the text features (book title, chapter titles, cover artwork) add to the theme?

Book Title: _____

Author: _____

Name _____

Book Bites: Making Inferences

Theme Throughout the Plot

EVERY BOOK IS WRITTEN BECAUSE THE AUTHOR HAS SOMETHING TO TELL US.

What passage from the text do you think is most important? Explain why.

Authors weave the theme throughout the book. The theme develops as the characters and plot grow and change. Show how the theme is developed throughout the text.

What happened in the beginning that contributes to the theme?

What happened in the middle that contributes to the theme?

What happened in the ending that contributes to the theme?

Book Title: _____

Author: _____

Name _____

Book Bites: Word Meaning + Language

Mood + Tone

The mood of a book is like the atmosphere or ambience. It's the feeling that the book gives the reader. The **tone** of a book is the author's attitude towards the subject and characters.

What are some adjectives or phrases the author uses to describe the setting?

What patterns do you see in your list? What things are repeated?

What are some adjectives or phrases the author uses to describe the main character?

What patterns do you see in your list? What things are repeated?

Based on the words the author uses to describe the setting and main character, what is the mood and tone of the book? Explain how the author uses the mood and tone to add to the theme or message. Why did the author choose to write in a way that gives readers this feeling? How does it add to the story? Ex. Silly/humorous, sad, serious, or stressed/anxious.

Book Title: _____

Author: _____

Mood

1 2 3 4 5 6

Directions:

Notice your different moods as you read.

Color the rainbow the matching color. List the mood and the reason on the lines below.

<u>Blue</u> Calm Satisfied Content Relaxed Pleased Dreamy	<u>Red</u> Anger Courageous Stressed Annoyed Anxious Eager	<u>Black</u> Evil Strength Powerful Serious Regretful Mort	<u>Green</u> Lively Alert Jealous Optimistic Playful Relieved	<u>Brown</u> Nervous Fearful Warmth Security Natural Mature
<u>Yellow</u> Cheerful Energy Happiness Joyful Hopeful Alive	<u>Orange</u> Healthy Exciting Intense Suspenseful Humorous Creative	<u>Pink</u> Sensitive Caring Love Kindness Emotional Thoughtful	<u>Purple</u> Royal Mysterious Luxurious Fancy Romantic Wisdom	<u>Gray</u> Tired Gloomy Depressed Sad Worried Loneliness

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

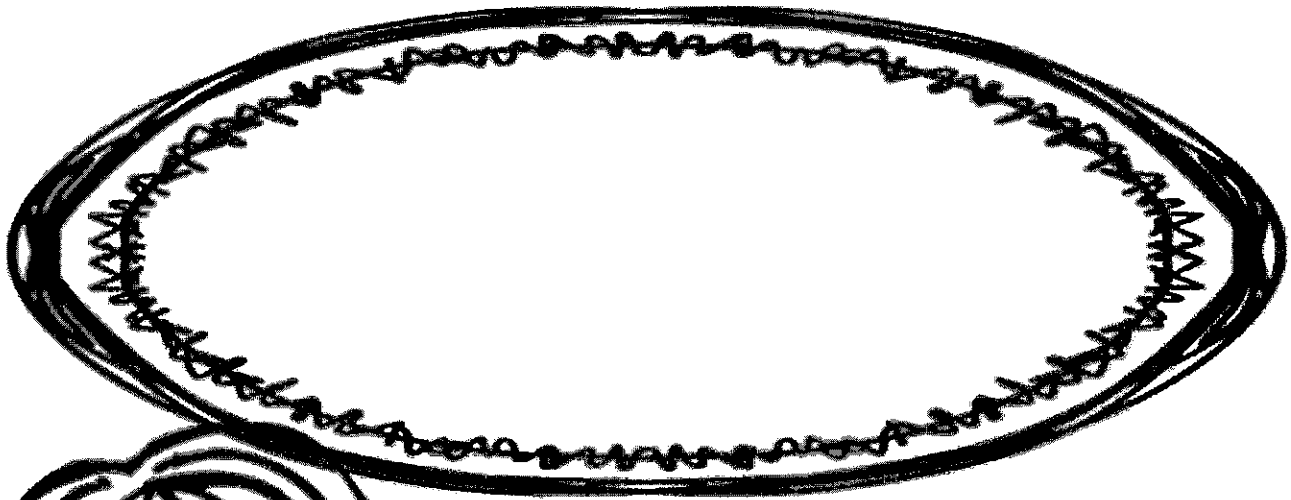
Tone

Title:

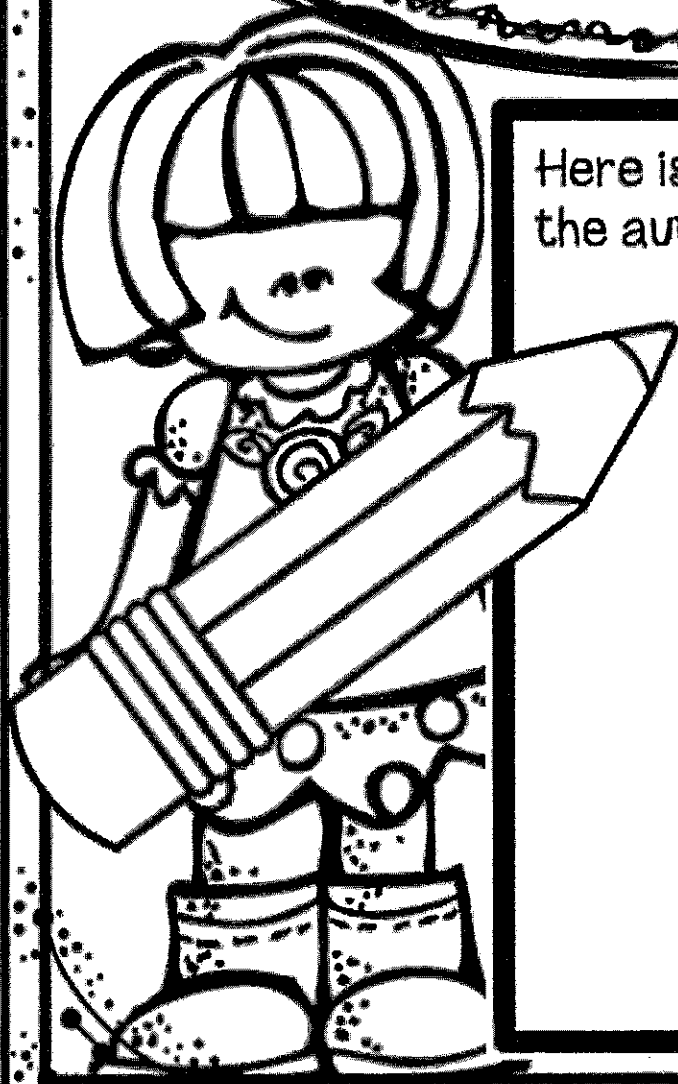
Author:

Tone is the attitude, or opinion of the AUTHOR. You can see the tone in the words that the author chooses to use.

The overall TONE for my book was



Here is a sentence, or sentences, that the author used to show the tone.

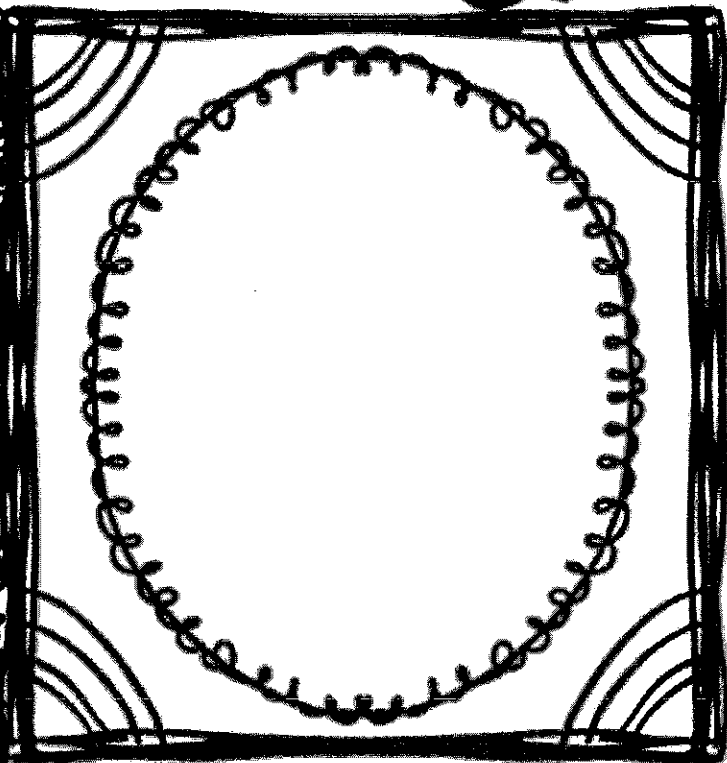


p. _____

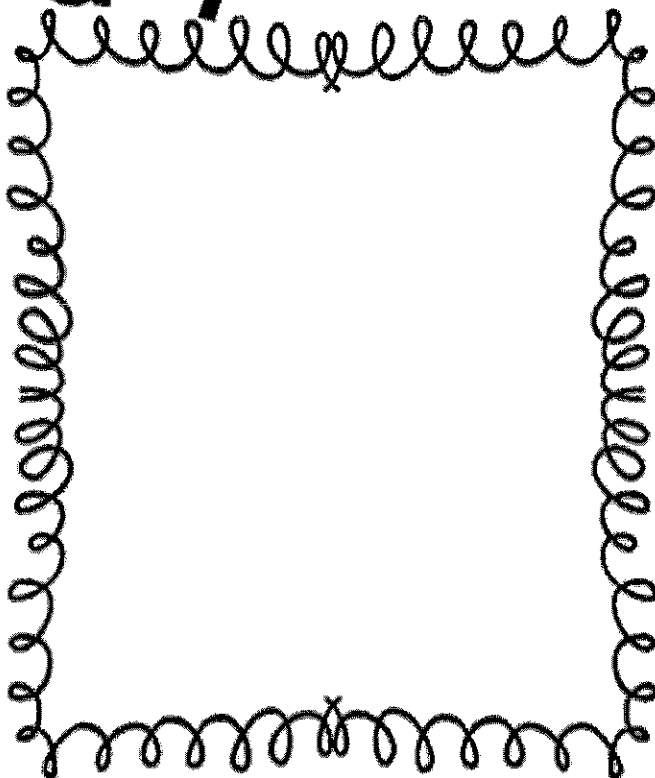
Book Title: _____

Summary

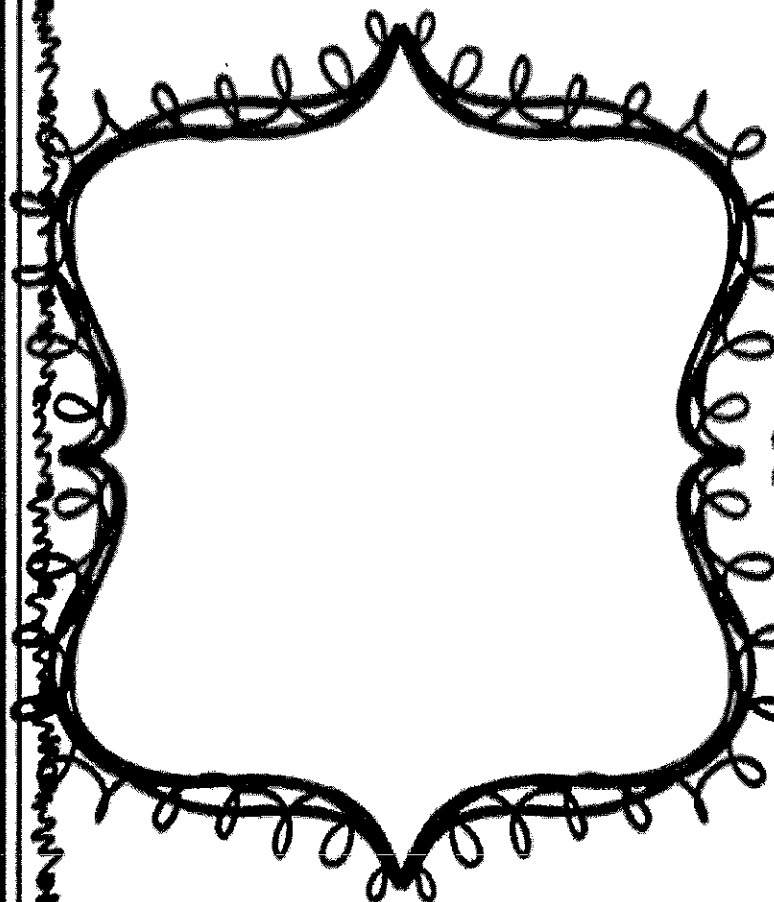
Author: _____



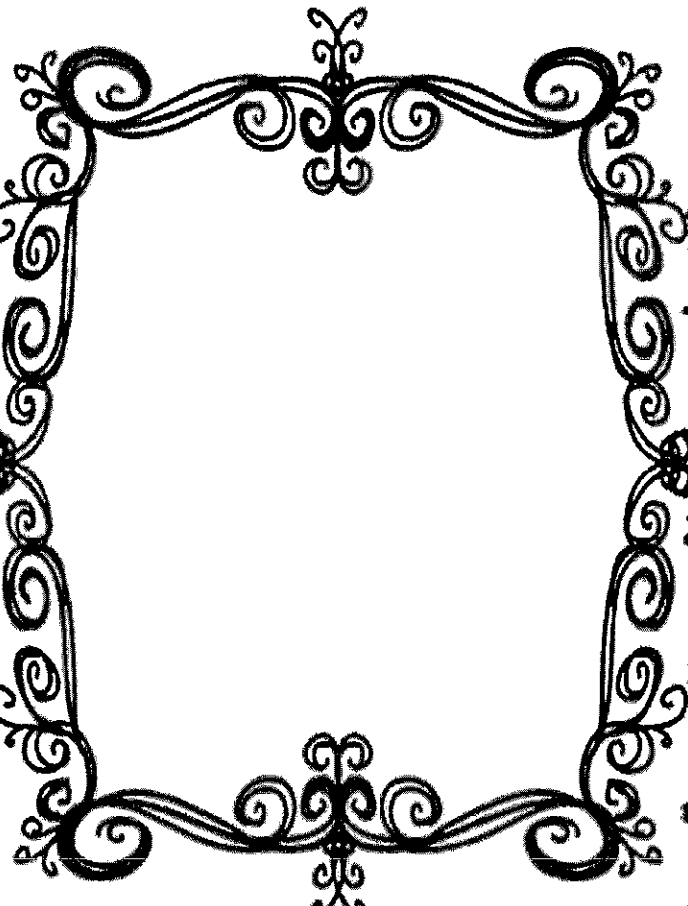
Somebody...



Wanted...



But...



So...

Book Title: _____

Author: _____

NAME _____

Book Bites: Making Inferences

Characters

Inferring means filling in what is not in the book by taking a closer look.

What are some important things the character did? ACTIONS!

Ex. John tucked his daughter into bed each night. He kissed her on the head and waited outside her door until he could hear her breathing steadily. (pg. 93)

What are some important things the character said? DIALOGUE!

Ex. "I'm not going to tell you what she said. I promised her I wouldn't. I am going to keep that promise," John said. (pg. 26)

Based on what the character said and did, what can you conclude about the character? Think of what the author might be trying to show "in between the lines" that is important to the story line.

Book Title: _____

Author: _____

Book Bites: Character Analysis

Common Character Traits

What is my character like as a person?

cheerful vs. ANGRY	loving vs. HATEFUL	honest vs. EVIL
humble vs. SPOILED	encouraging vs. RUDE	considerate vs. SELFISH
friendly vs. LONELY	loving vs. WITHDRAWN	cooperative vs. UNWILLING
fair vs. DISHONEST	patient vs. IMPATIENT	brave vs. FEARFUL
courageous vs. ANXIOUS	funny vs. SERIOUS	active vs. LAZY
hard-working vs. NEGLECTFUL	adventurous vs. BORING	shy vs. LOUD
leader vs. FOLLOWER	generous vs. STINGY	optimistic vs. PESSIMISTIC
content vs. JEALOUS	neat vs. SLOPPY	strong vs. WEAK

Book Title: _____

Author: _____

Name _____

Book Bites: Character Analysis

Question Stems

Character's Name: _____

I can tell that the character is _____ because
in the text on page _____ I read _____

On page _____, I also read _____

Noticing this about the character is important to the story because _____

I can tell that the character is _____ because
in the text on page _____ I read _____

On page _____, I also read _____

Noticing this about the character is important to the story because _____

Book Title: _____

Author: _____

Name _____

Book Bites: Character Analysis

Character Growth

Character's Name: _____

What was the character like in the beginning of the story?

Evidence: Actions/Thoughts/Dialogue	Traits

What events in the story take place that change or impact the character? These events could be experiences, conversations, relationships, and so on! Think about important events.

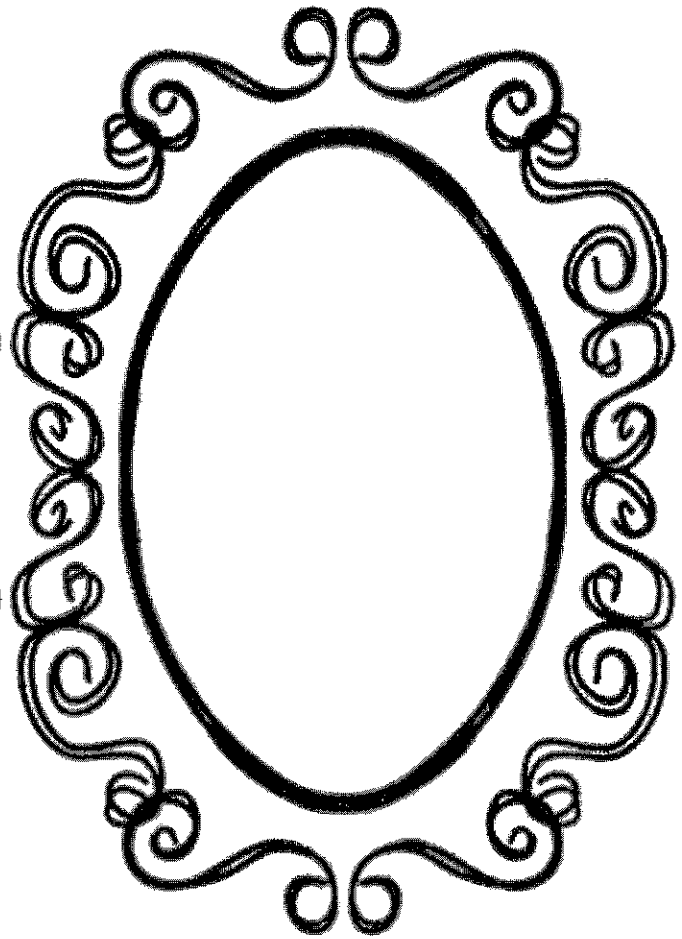
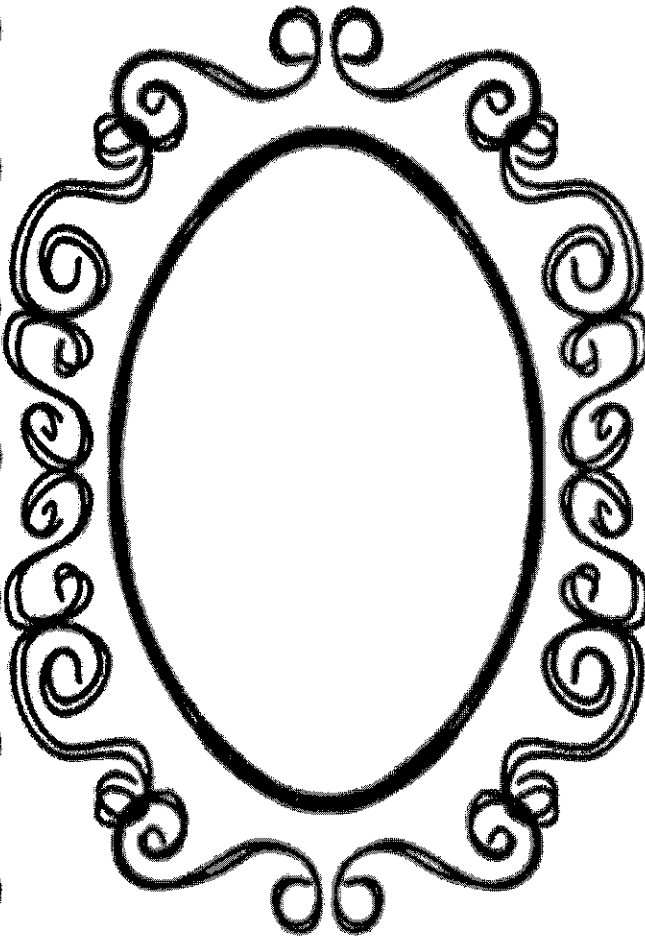
What was the character like in the ending of the story?

Evidence: Actions/Thoughts/Dialogue	Traits

© Protagonist/ Antagonist

Title:

Author:



Protagonist's
Name:

Antagonist's
Name:

Reason:

Reason:

Book Title: _____

Author: _____

Name _____

Book Bites: Making Inferences

Character Change + Theme

EVERY BOOK IS WRITTEN BECAUSE THE AUTHOR HAS SOMETHING TO TELL US.

What is the character like in the beginning? *Think about the character's struggle from the beginning. What does the author constantly focus on? What is the character's main struggle or problem?*

**MANY TIMES THE
AUTHOR USES THE
GROWTH OF THE
MAIN CHARACTER
TO GIVE HINTS
ABOUT THE THEME
TO READERS.**

What is the character like by the ending? *What did the character learn?*

What events happened that caused the character to change? *How is the character's main struggle solved?*

Based on the growth and development of the main character, what theme do you think the author is trying to teach readers by using that character? Explain your reasoning.

Character Motivation

Title:

Author:

The Character

Wants to...

Because...

Actions they take to accomplish this goal

Major/ Minor & Static/ Dynamic Characters

Title:

Author:

The Minor/ Static
Character(s):

The reason they were
included in the story:

The Major/ Dynamic
Character(s):

The way they
changed:

Character analysis

Title: _____

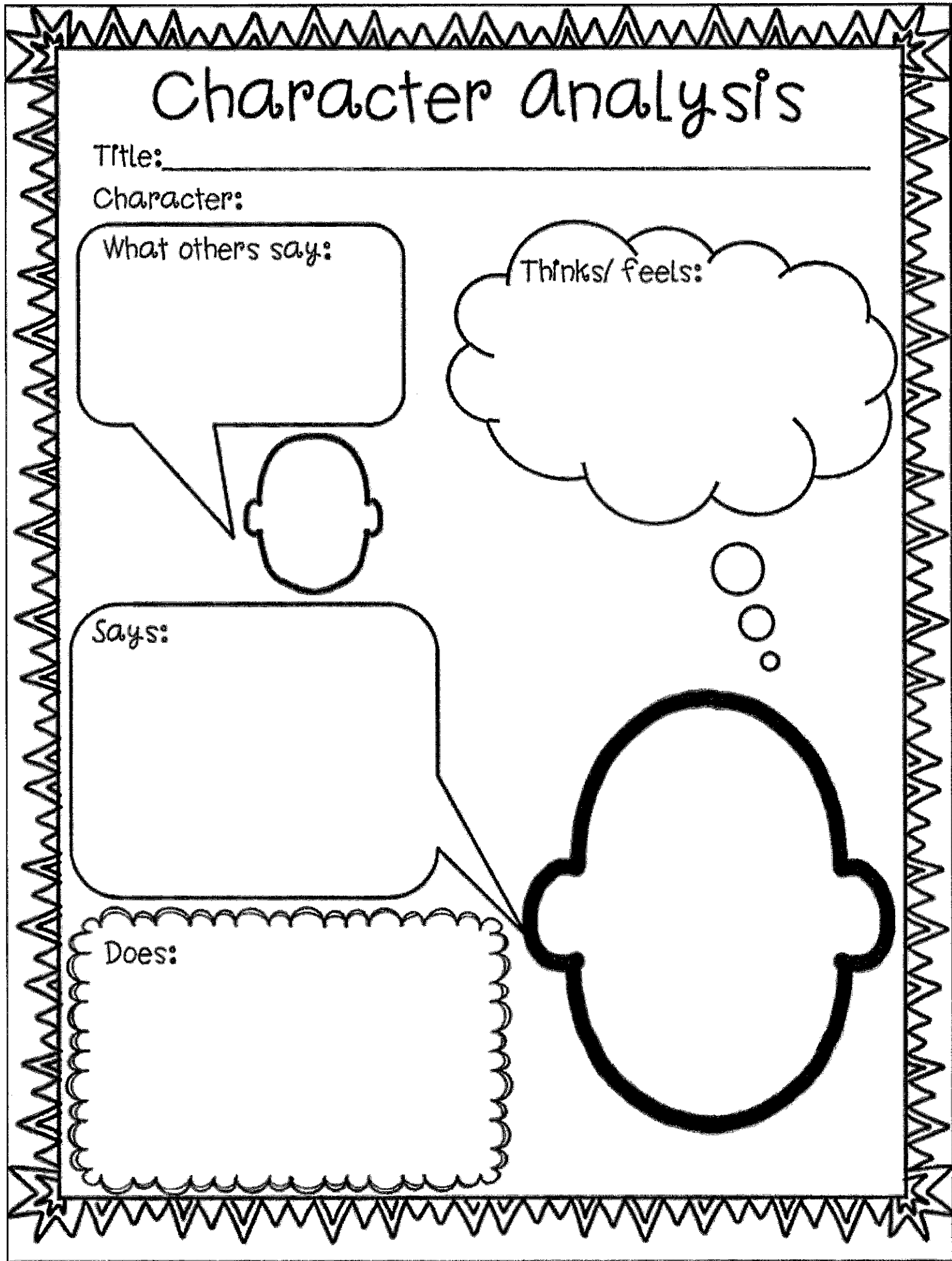
Character: _____

What others say:

Thinks/ feels:

Says:

Does:



Book Title: _____

Author: _____

Name _____

Book Bites: Making Inferences

Setting

Inferring means filling in what is not in the book by taking a closer look.

What are some important things the characters say about the setting?

Ex. "I heard it, smelled it, tasted it. Dust," (pg. 30) - Billie Joe describes the dust as if it is a character without feeling that constantly beats down those that live surrounded by it.

What are some important details the author uses to describe about the setting?

Ex. In Out of the Dust, Karen Hesse writes the entire story on short lines, like a poem. This reflects the sense of "lacking" during this time period. Everything was sparse.

Based on what the characters said and the author described about the setting, what can you conclude about the role that the setting has on the story? Think of what the author might be trying to show "in between the lines" that is important to the story line.

Setting

Title: _____

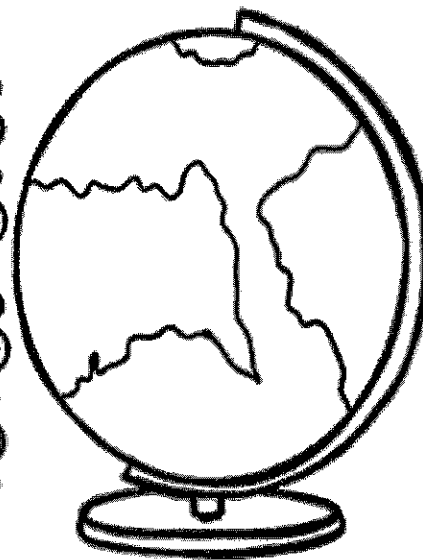
Author: _____

Circle One: Fictional Setting or Nonfictional Setting?

Time

Location

Another place this story
could have taken place:



Plot

Title:

Author

Climax

Rising Action

Falling Action

Exposition

Resolution:

Book Title: _____

Author: _____

Name _____

Book Bites: Point of View

Evidence

THE NARRATOR IS THE PERSON TELLING THE STORY. DIFFERENT NARRATORS CAN TELL ABOUT THE SAME EVENTS IN DIFFERENT WAYS.

First-Person Narrator	Third-Person Narrator
<ul style="list-style-type: none">-Readers know one character's thoughts, feelings, actions-Character is <i>usually</i> involved in the plot•Look for words OUTSIDE of quotation marks/dialogue like: I, ME, MY, WE	<ul style="list-style-type: none">-Readers know more than one character's thoughts, feelings, actions-Narrator is not involved in the plot•Look for words OUTSIDE of quotation marks/dialogue like: HE, SHE, THEY, HIM, HER

What evidence did you find in the text that reveals the type of narrator?

Is your book narrated in first-person or third-person? _____

If you answered first-person, which character is the narrator? _____

The author is different from the narrator. The author writes the story. The narrator is a character within the story that tells the events of the plot. Deciding how a book is narrated is a big decision for authors to make. Changing narrators can completely change the story. Why do you think the author of your book chose the narrator he/she did? Explain your reasoning.

Book Title: _____

Author: _____

Book Bites: Point of View

Impact

THE NARRATOR IS THE PERSON TELLING THE STORY. DIFFERENT NARRATORS CAN TELL ABOUT THE SAME EVENTS IN DIFFERENT WAYS. Who is narrating your book? _____

How does the narrator's point of view impact the way events in the story are described?

Choose the part of the story you think is the most important part. Quote it below.

Why do you think the narrator chose to tell that part of the story the way he/she did?

How would the event sound different if it was told from a different character's point of view? Give evidence about that character to explain your reasoning.

How would the entire story change if it was told from a different character's point of view?

GENRE

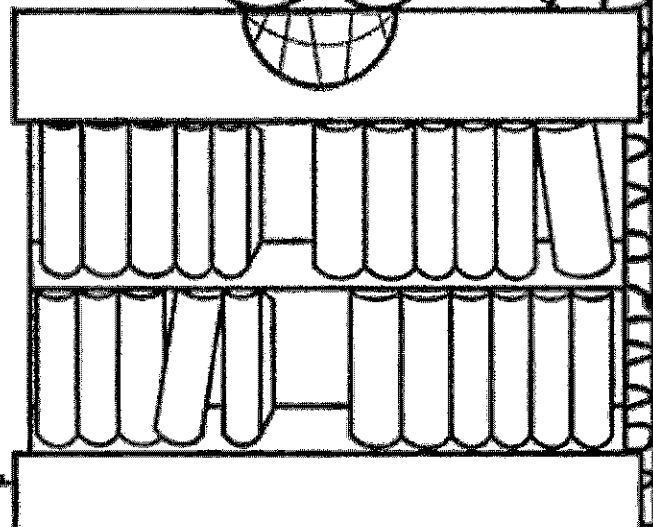
TITLE:

AUTHOR:

THE GENRE OF THIS BOOK IS:

I KNOW THIS BECAUSE I SEE THE FOLLOWING ELEMENTS:

SOME EXAMPLES WERE::

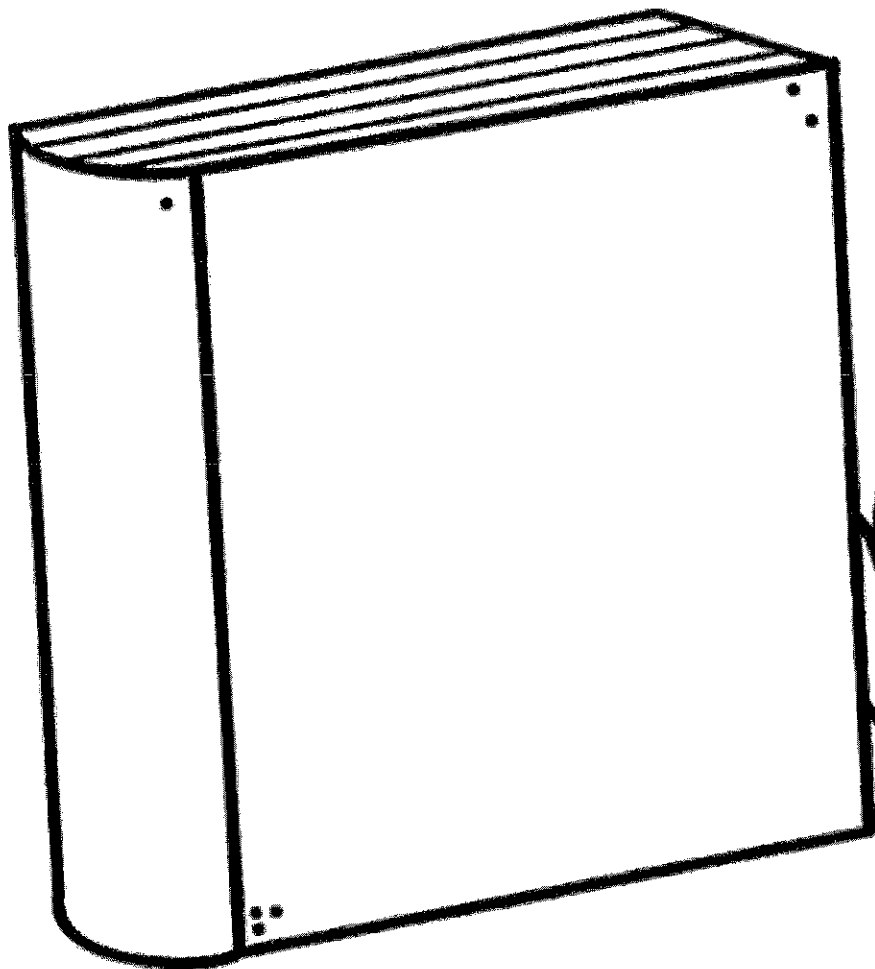


A New Cover

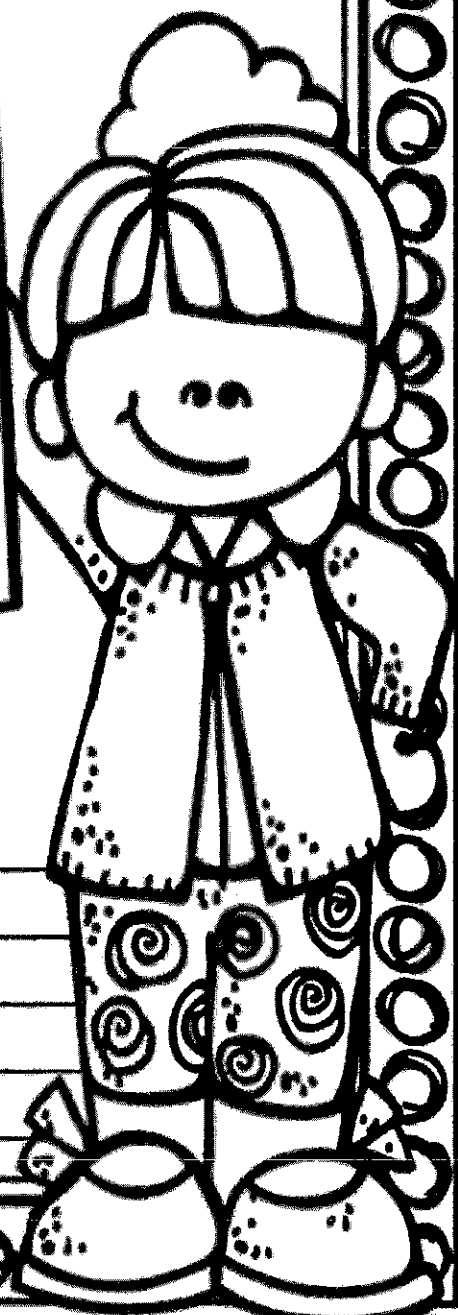
Title: _____

Author: _____

If I was hired as the illustrator to design
a new cover for this book...



The cover explained...



Critics Corner

Title: _____

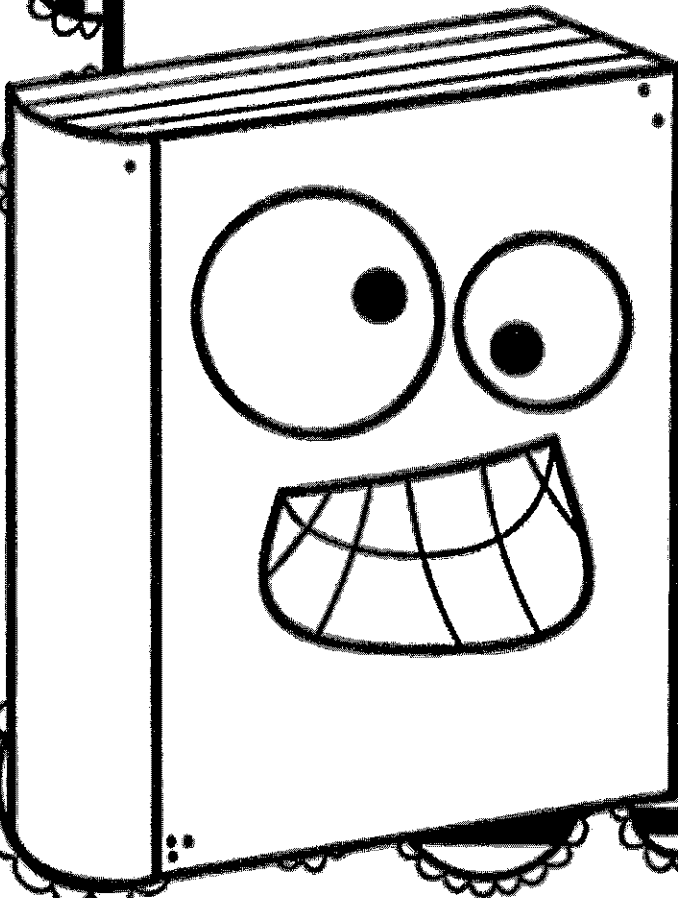
Author: _____

I give this book _____ out of 5 stars because:

This book is good for anyone who: _____

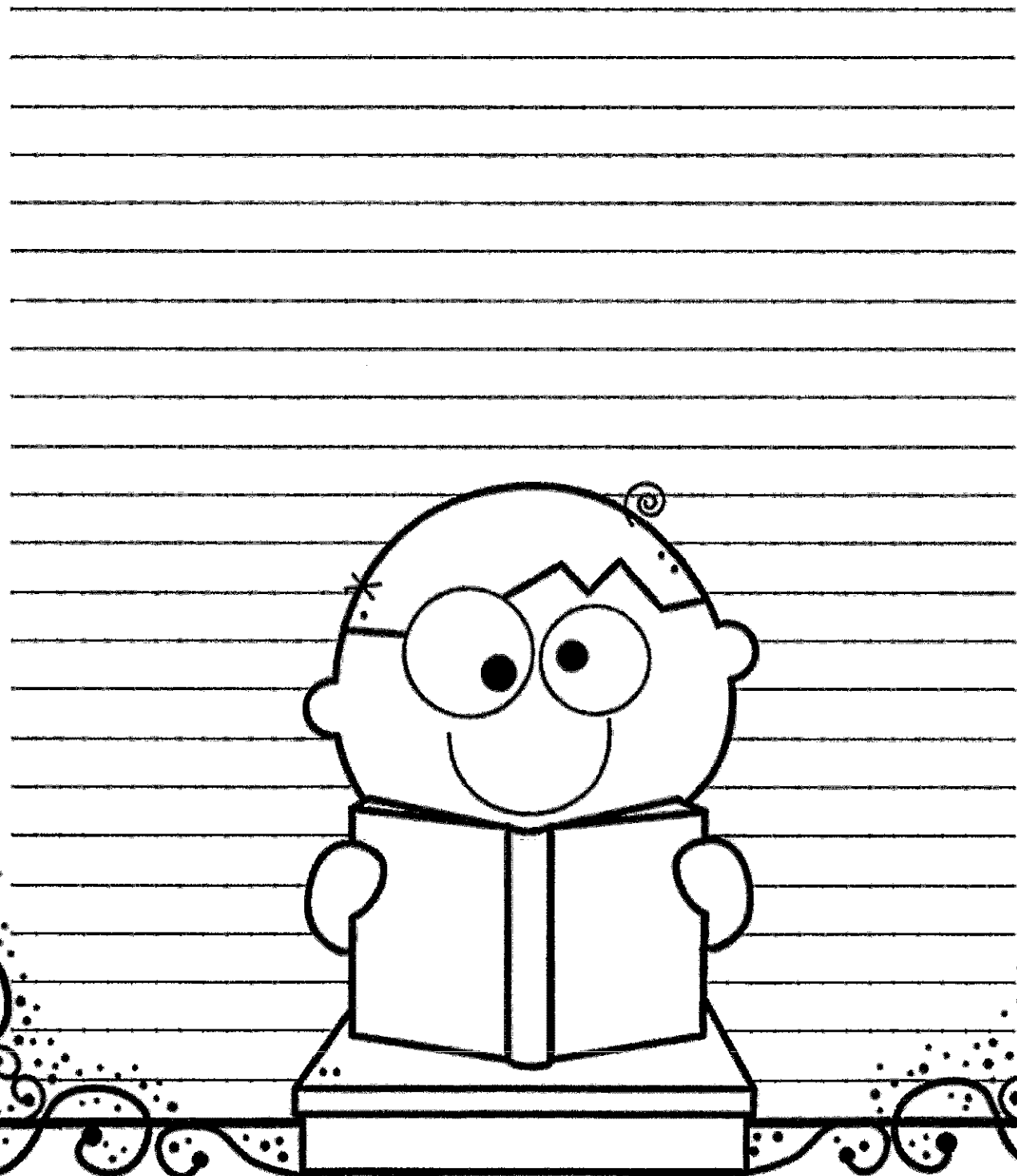
The best part of the book was when _____

If I could change one part...



A Letter to the Author

After reading the book _____
_____ I would like to write a
letter to the author _____
Here's my letter...



Just Read: Our Reading System

Traditional Literature & Poetry*

Fables
Folklore
Fairytails

Myths
Legend
Poetry*

*Poetry is NOT traditional literature; it is its own genre.

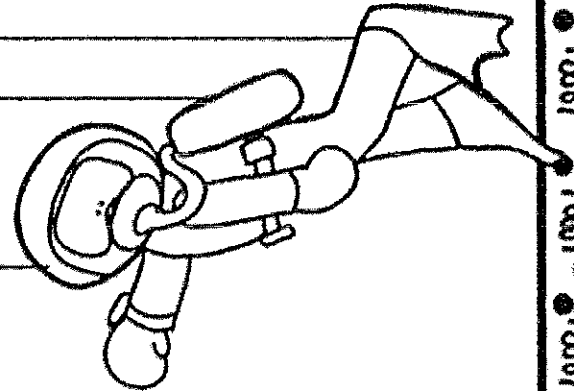
A Treasured Book

Title: _____

Author: _____

I would travel to

to read this book again!



Here are the top 5 reasons
I will forever treasure this book!

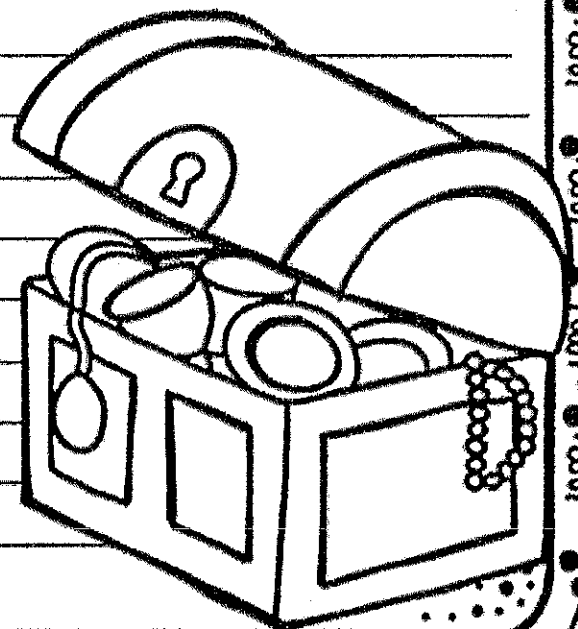
1. _____

2. _____

3. _____

4. _____

5. _____



Name: _____

Date: _____

story map

title

author & illustrator

problem

characters

setting

plot

first

next

then

resolution

Traditional Literature

Title: _____ By: _____

	Folktales Elements	Legend Elements	Fable Elements	GEN TRAD LITER
GENRES OF TRADITIONAL LITERATURE	<ul style="list-style-type: none"> -Handed down from generations -Fiction -Believed to be true -Starts with "A long time ago" -Has a lesson/moral -Good v. Evil 	<ul style="list-style-type: none"> -Handed down from generations -Fiction -Believed to be true -Hero or heroine -May be based on facts, but actions are larger than life 	<ul style="list-style-type: none"> -Short story -Teaches a lesson or moral -Fiction -Talking animals -2 or 3 characters -Animals act like people 	
Myth Elements	Fairy Tale Elements	Trickster Tale Elements	Tall Tale Elements	Myth
<ul style="list-style-type: none"> -Explains how things came to be -Fiction -Nature -What happens in nature -Why people or things behave the way they do -Characters can be humans, animals, or gods 	<ul style="list-style-type: none"> -Characters can be fairies, princesses, magic creatures -Begins with "Once upon a time" -Setting is in a far away imaginary land -Things happen in threes -Magic powers grant wishes -Happy ending where good wins over evil 	<ul style="list-style-type: none"> -Tricks are being played -Characters are gods, man or animal -Fiction -Told for amusement -one character is usually more clever -Has a problem to solve -Plot moves quickly 	<ul style="list-style-type: none"> -Exaggerated Events -Exciting -Setting in the past -Humorous -Told as if true -Events are in order -lots of conflict -Characters are larger than life 	

What genre elements did you see? *Be specific and explain. Use text evidence.*

list all of the elements that you read. Give examples, such as... "The Boy who Cried Wolf is a fable.
I saw talking animals in this fable. The two talking animals were the fox and the bird..."

Draw a picture of your favorite part.

Trickster Tales

Title:

Author:

Problem:

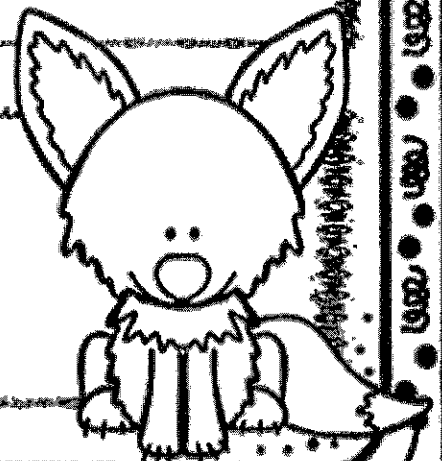
Events:

Plan for the Trick:

Solution:

Lesson learned:

Created By: The Rigorous Owl



Fables

Title:

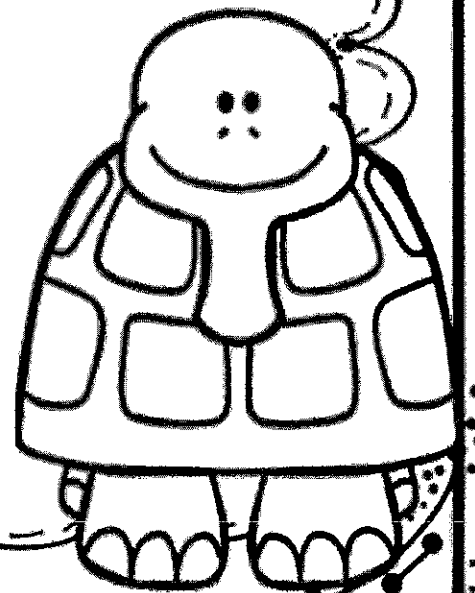
Author:

Characters

Problem:

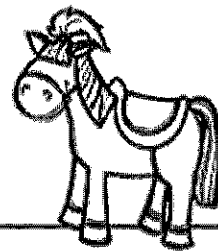
Solution:

Moral:



Title:

Folktales



Folktale Elements	Yes or no?	If yes, give an example:
Story happened long ago...		
Characters are animals		
Conflict: character vs. <u> ? </u>		
Magic		
Happy Ending		
Teaches a moral		

Fairy Tales



Characters

Setting

Magic

Problem

Solution



Title:

Author:

Legend

Title:

Author:

Character:

Actions:

Miracle:

Moral:



Myth

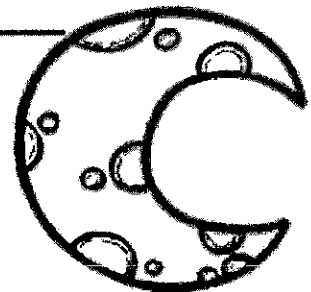
Title:

Author:

What is created:

Picture:

Explanation of how it came to be:



Greek Mythology

Title:

Author:



Allusion:



Meaning:

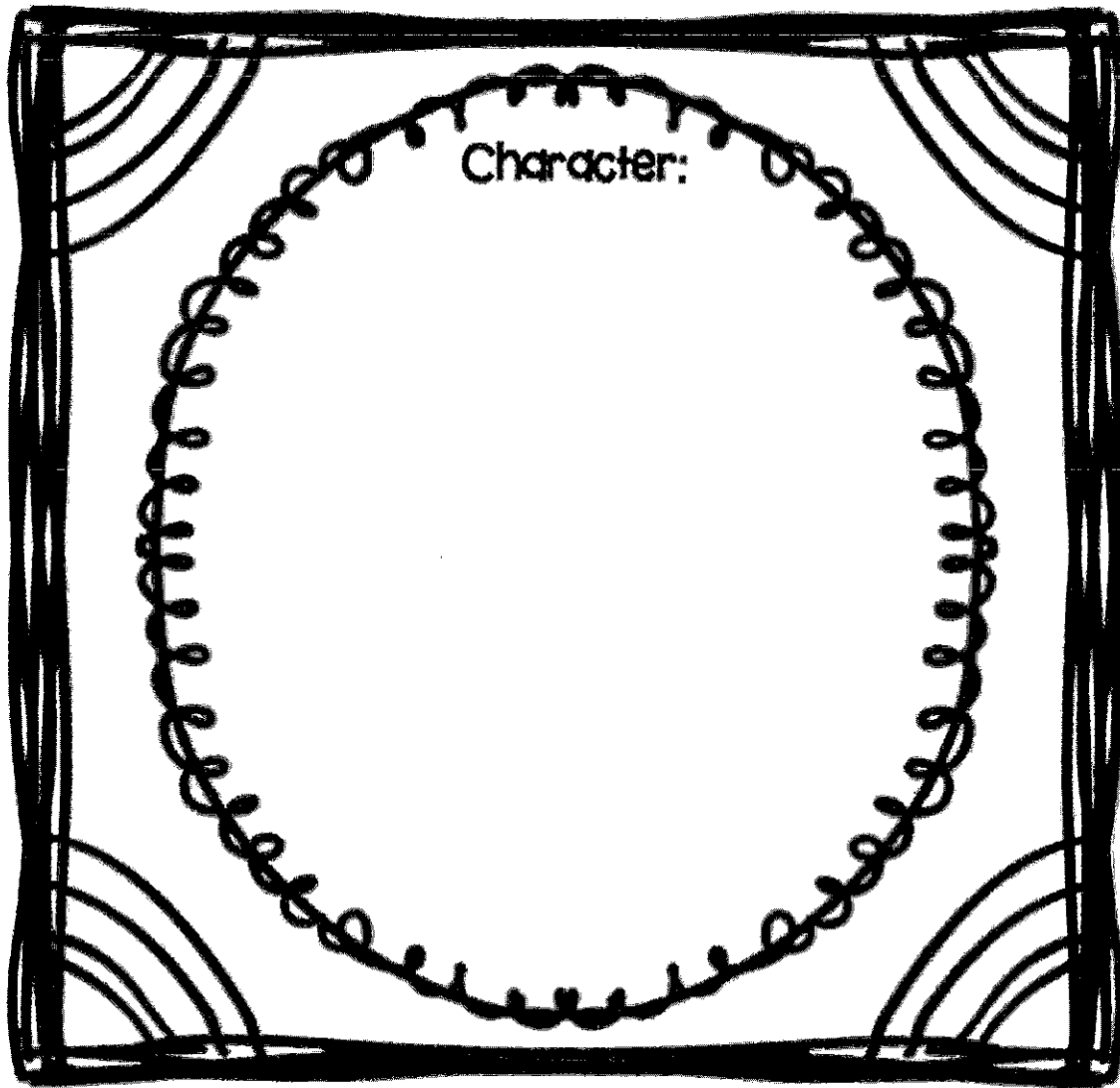


Picture:

Tall Tale

Title:

Author:



Character:

How is this character "larger than life"?

What conflict is the character facing?

What is exaggerated in this story?

Traditional Literature

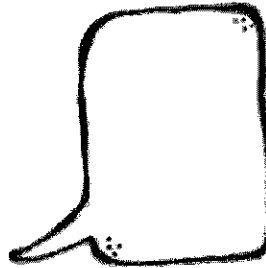
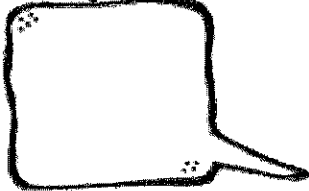
Subgenre:

Title:

In the Beginning

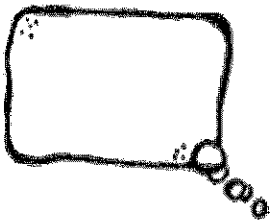


The problem was



Then

Finally



In the end

Poetry

Title:

Author:

Prompt:

Response:

Which words feel important?

Write them here:

Read the poem again and emphasize these.

Does the poem remind you of anything in your life?

How does the poem make you feel?

Why?

Poetry

Title:

Author:

Prompt:

Response:

What do you wonder about in the poem?

What pictures do you see in your mind as you read the poem?

Why do you think the poet wrote this poem?

Just Read: Our Reading System

Non-Fiction

Informational
Non-Fiction

Biography
Autobiography



MAIN IDEA



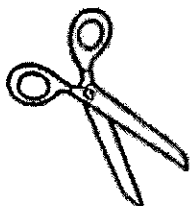
Supporting Detail

Supporting Detail

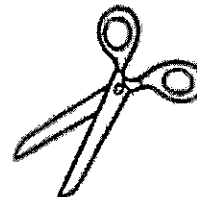
Main Idea

Supporting Detail

Supporting Detail



SUMMARIZE



Introduction

Title

Author

Main idea

Body

Fact 1

-Detail

Fact 2

-Detail

Fact 3

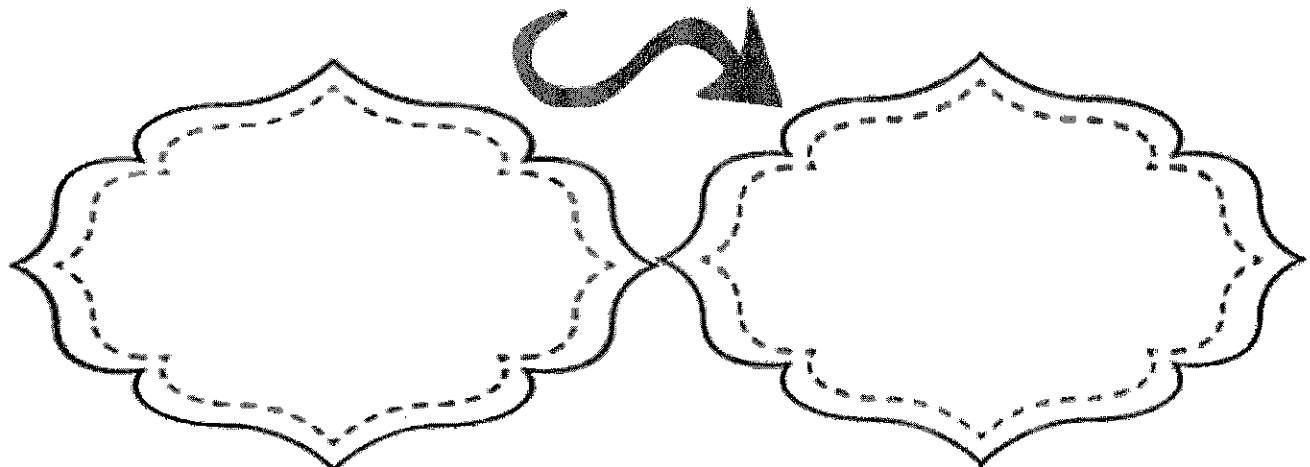
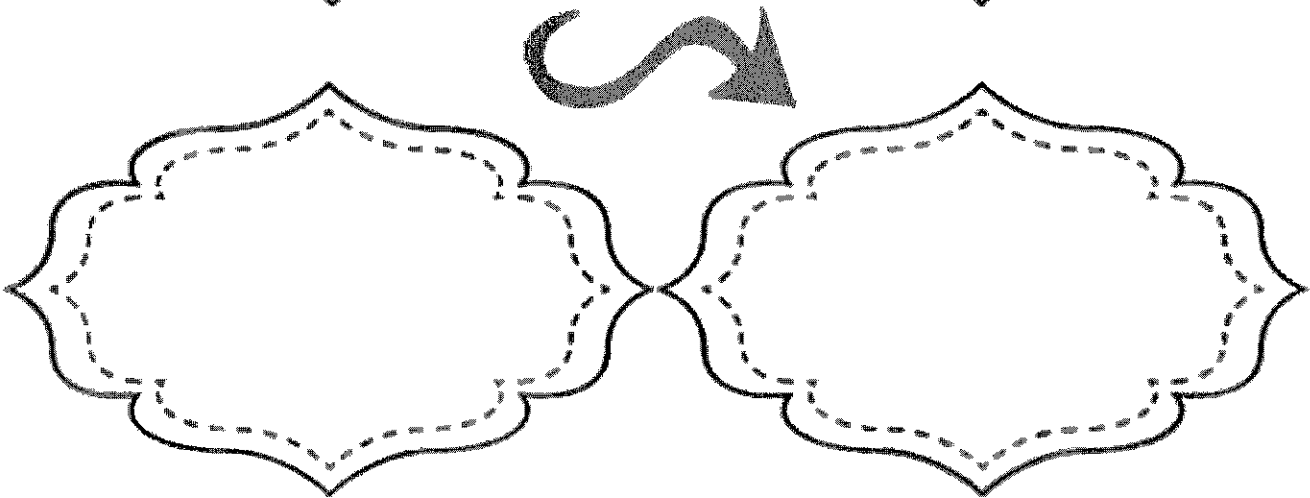
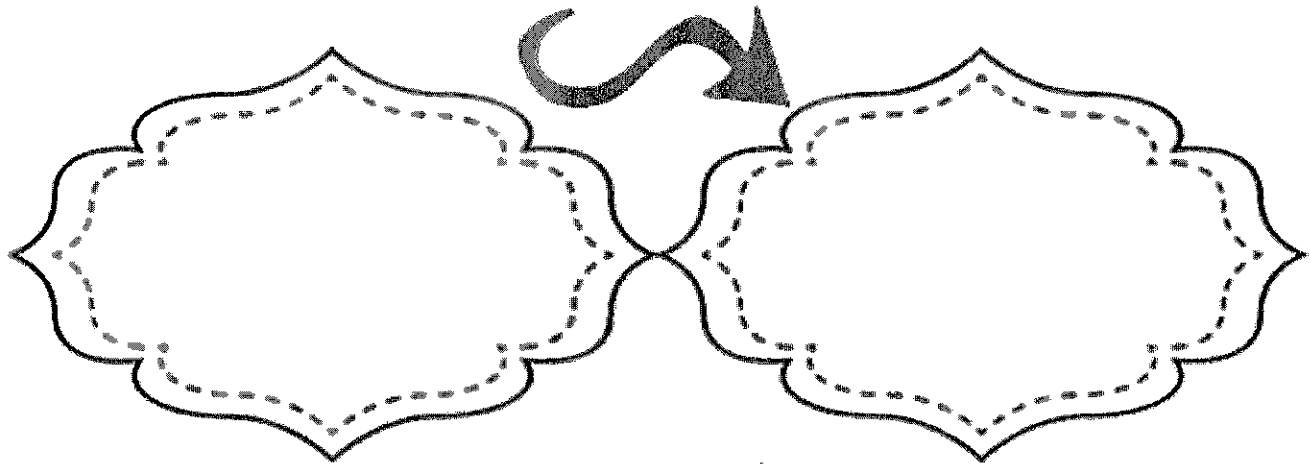
-Detail

Closing

Restate the main
idea using synonyms

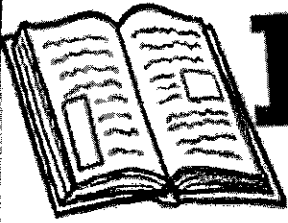
CAUSE & EFFECT

Title: _____ Author: _____

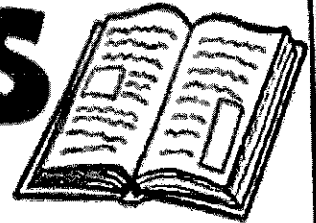


Book Title: _____

Author: _____



INFERENCES



What I Know:

in my head

from the text

Makes:

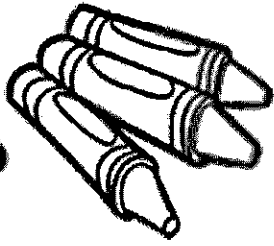
An inference

Title: _____

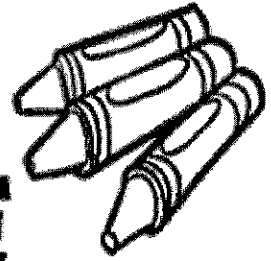
Created By: The Rigorous Owl

Book Title: _____

Author: _____



ACADEMIC LANGUAGE



Academic Words in the Text:

Highlight one word above and then complete the following:

Word in Content

Synonyms

Illustration

Antonyms



NONFICTION



Title:

Topic:

2 Facts about this topic:

My Opinion:

Book Title: _____

Author: _____

Plot Snapshot

Name _____

Characters:

Setting:

Circle one:

fiction

NONFICTION

Theme:

Beginning:

Middle:

Ending:

TEXT STRUCTURE

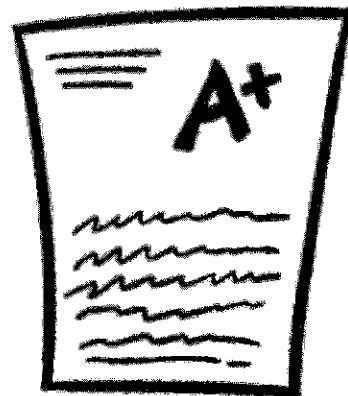
Title:

Type of Text Structure:

Definition:

Signal words in text:

Examples from the text:



TEXT FEATURES

Title:

Highlight the text features below that are include in the text:

Captions

Subheading

Graph

Diagrams

Pictures

Table/Chart

Timelines

Maps

Bullets

Heading

Labels

Sidebar

Bold/keywords

Give 3 examples from the text and complete the following:

Text Feature	pg#	Purpose	How did it help you?

Book Title: _____

Author: _____

1ST HAND OR 2ND HAND ACCOUNT?

Title:

Topic:

What type of account is the text:

Point of view of:

Type of text(diary, journal...):

Examples from text:

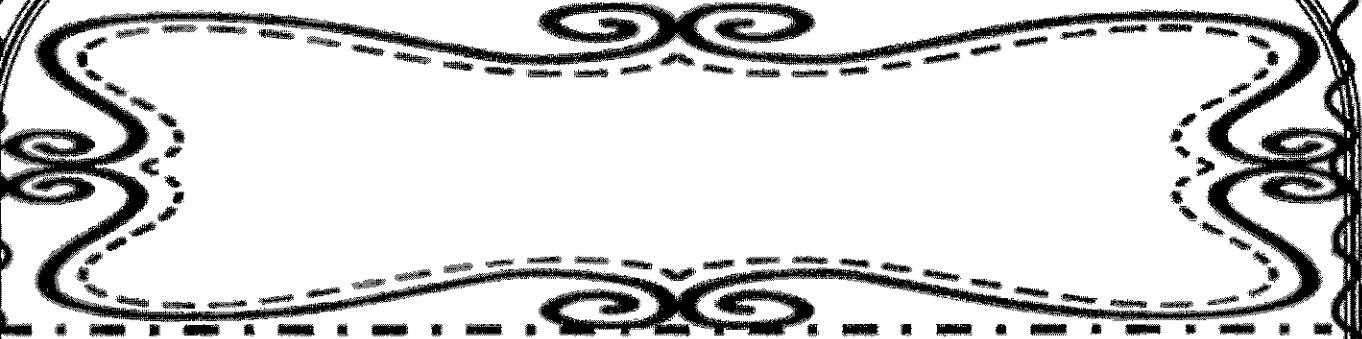


Book Title: _____

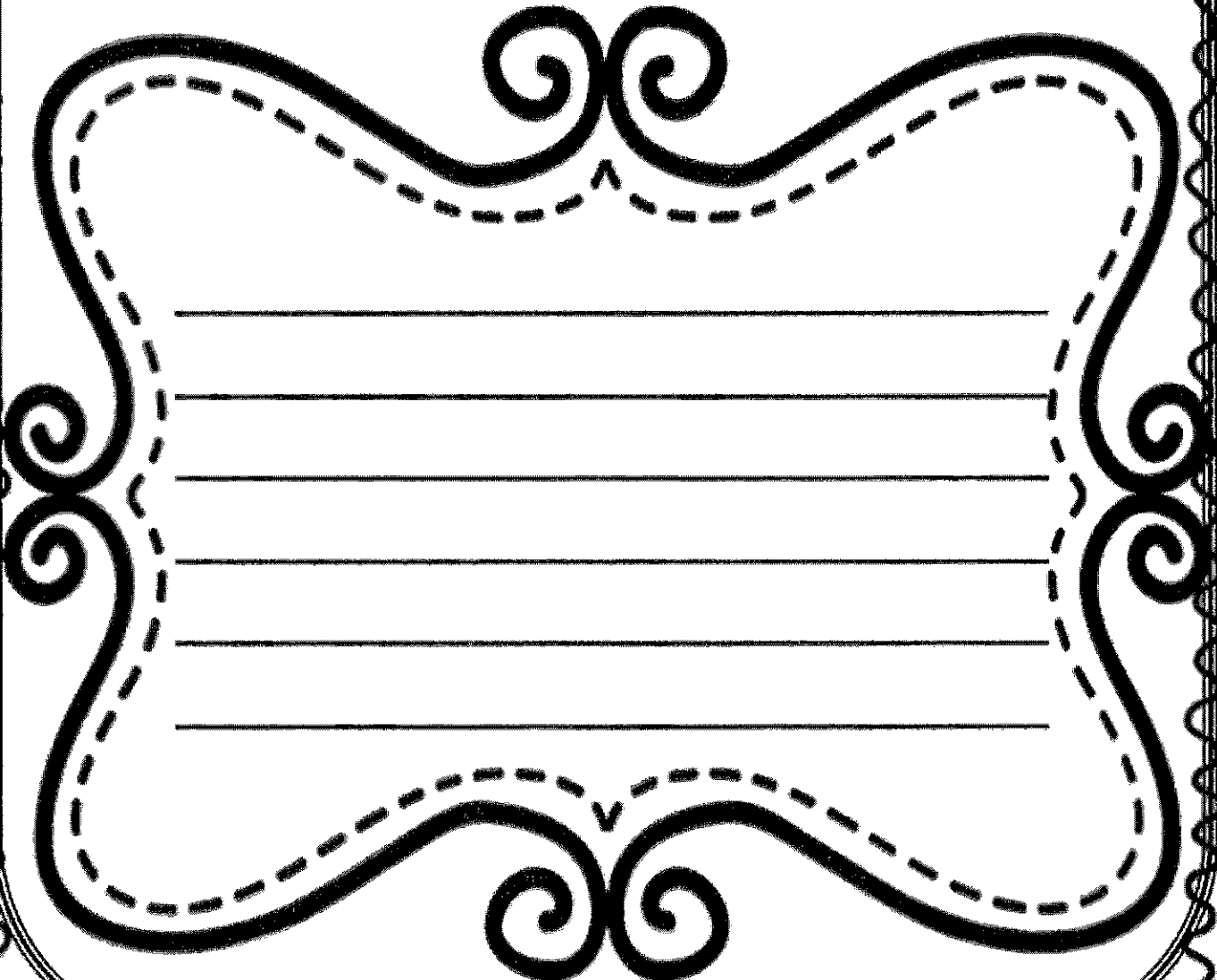
Author: _____

REASONS & EVIDENCE

Author's Reason:



Evidence:



Created By: THE RIGOROUS OWL

INTEGRATE INFORMATION FROM TWO TEXTS

Topic:

Title:

Title2:

Details:

Details:

Summary: