Student: _____   K/L/M

Examples of books at these levels:

Judy Moody series, Junie B. Jones series, Mercy Watson series, the Horrible Harry series, The Paintbrush Kid

As you read your K/L/M books keep in mind the following characteristics:	As you read you can think about...
• Pay attention to things TOLD to you about the characters-- this will help you get to know them. • The feelings of characters change, but their traits stay the same.	**Character Traits:** • How would you describe the character? • What emotion matches the character's action or dialogue? • What trait matches the character's action or dialogue? List evidence. • How do the characters react to a problem?
• Probably only ONE main problem that will get solved somehow. • The problem has a solution.	**Problem** • What is the problem? • What are the different ways that the problem is being solved?
• You must put things together about the story as you read, hanging onto details about it. • There are a few tricky words.	**Determining Importance** • What is happening now? • Is it important? • How does it relate to the plot?

Reading Plan: I will read (#)_____ books by (date) _____.

Student: _____   **N/O/P/Q**

Examples of books at these levels:
The Baby-Sitter's Club, Captain Underpants, Amber Brown, Super Fudge, Dragon Slayer's Academy, and Droon

As you read your N/O/P/Q books keep in mind the following characteristics:	As you read you can try answering some of these questions:
• Characters change across the books, which means you must infer more. • **You must be an ACTIVE reader!** Not everything will be given to you, so you have to figure some stuff out on your own. • *In some genres, the setting is important and detailed, and affects the character.	**Character Traits:** • Are you noticing that your character has several different traits? Explain two. • How do these characters have positive and negative sides to them? • How do the characters react to a problem? • What do characters want? At the beginning? In the middle? At the end? **Character Change:** • Describe the **character** at the beginning of the story compared to the end of the story. • Where in the text do you see him / her change? • What lesson did they learn? • *In fantasy and historical fiction, how is the setting affecting the character's emotions and choices?
• There is more than one problem, but usually one MAIN problem. • Main problem might be an issue (like losing a dad) • The main problem may not get solved somehow, but something will get solved.	**Problem** • What is the problem? • How did it start? • How is the character trying to solve it? • How was it solved? • What are the big problems? • What are the small problems?
• Figurative language will be used (phrases that mean things other than literally)	**Determining Importance** • What are the **themes** or **life lessons** running through your text? • Have you encountered these **themes** in other texts? • How are these **themes** developed?
	Word Work • Are there certain **words or terms** that are repeated and worth figuring out? • What "tricky word" strategies can you use to figure them out? What do they mean? • Are there sayings or idioms (When it rains, it pours.) that you want to talk about or find out what they mean?

Reading Plan: I will read (#)_____ books by (date) _____.

Student: _____   **R/S/T**

Examples of books at these levels:
Hatchet, Bridge to Terabithia, Because of Winn Dixie, Tiger Rising, Origami Yoda, Locomotion, Matilda

As you read your R/S/T books keep in mind the following characteristics:	As you read you can think about...
- You must be an ACTIVE reader! Part of what you're putting together you must infer on your own. - There will be **symbolism**. The author will refer back to something again and again-- for a reason. - Notice the role of **setting** in the story. The setting might be mirroring the characters, it might be symbolic, or it might be creating the problem in the story. - There is more than one problem and it has multiple layers. There will not be one simple solution for problem(s), but a resolution. - The story could have two different plots going on at the same time, or it could be told from different perspectives. - Pay attention to **minor characters**- they are important - Expect that some parts will mean something more later in the story.	**Setting:** - Describe the **setting – assume that the details matter.** - What is the mood or the tone of the setting /How does it make you feel? - How does the setting affect the characters? **Characters:** - Explain different characters' traits and their motivations. - Describe the **character** at the beginning of the story compared to the end of the story. - How are the **secondary characters** important in this story? What is their role? How do they affect the major characters? **Problem** - What are the major **problems (conflicts)** and the minor problems? - What are the major **plots** and subplots? - What are the **pivotal moments** that are turning points? **Word Work** - Are there certain **words or terms** that are repeated and worth figuring out? What strategies can you use to figure them out? - Are there sayings or idioms (When it rains, it pours) that you want to talk about or find out what they mean? **Social Issues** - Did you come to this text with certain ideas or assumptions about this issue? (Read the blurb in the back to try and figure out the issues in this text). Has your thinking changed? **Themes** - What are the themes running through your text? - Are there SOCIAL NORMS (about gender, class, race, age) being accepted or challenged by certain characters? How are the characters accepting or challenging these norms? **Figurative Language** - What symbolism (images, objects, metaphors, events) is in this text? How does the author use the symbol to advance themes?

Reading Plan: I will read (#)_____ books by (date) _____.

Student: _____   **U/V/W**

Examples of books at these levels:
Tangerine, The Watsons go to Birmingham, Harry Potter (Book 1), Series of Unfortunate Events, Percy Jackson

As you read your U/V/W books keep in mind…:	As you read you can think about...
- There might never be a "main problem" or it could be highly symbolic. - There are lots of high level words that have multiple meaning or symbolism. - The action might not be through the eyes of the main character or information is second hand. - Characters are UNRELIABLE. You must expect that the main character will change. - The books cover "mature" themes and explicit detail. - The books are filled with confusion. You have to read on through the confusion. - Often characters and their actions change entire communities and the story makes a statement about major social issues	**Setting:** - Describe the **setting.** - What is the mood or the tone of the setting / How does it make you feel? - How does the setting affect the characters? **Characters:** - Explain different character traits and their motivations. - Are the characters fitting into particular roles (**archetypes**)? Which ones (villain, hero, sidekick, advisor…)? - When and why does the main character have changes of heart across the story? - How are the **secondary characters** important in this story? What is their role? How do they affect the major characters? **Problem** - What are the major **problems (conflicts)** and the minor problems? - What are the major **plots** and subplots? **Social Issues** - Did you come to this text with certain ideas or assumptions about this issue? (Read the blurb in the back to try and figure out the issues in this text). Has your thinking changed? **Themes** - What are the themes running through your text? - Are there SOCIAL NORMS (about gender, class, race, age) being accepted or challenged by certain characters? How are the characters struggling between accepting and challenging these norms? **Figurative Language** - What symbolism (images, objects, metaphors, events) is in this text? How does the author use the symbol to advance his themes? - Sometimes symbols show up that have ROOTS in more classical literature. If you know about **Greek mythology, sacred texts (like the Bible or the Qur'an), astronomy, classical fables, or other cultures**, you might think about them before, during or after you read. There might be objects or images that are important in classical sources and they might mean something!

Reading Plan: I will read (#)_____ books by (date) _____.

Student: _____   **X/Y/Z**

Examples of books at these levels: The Giver, Artemis Fowl, The Golden Compass, Hunger Games, The Book Thief, We Were Here, Travel Team

As you read your X/Y/Z books, keep in mind the following characteristics:	As you read you can think about...
Plot Notably more complex. The reader often learns alongside (or sometimes before) a main character who starts out confused or in the middle of trouble. **Genre** Text often includes more than one genre or structure. **Character** - Multiple voices heard. Perspectives overlap but also conflict - or there may be a shifting perspective, either through multiple first person narrators or third person narration that shifts its focus. Stories often convey that people cannot be pigeonholed and understanding each other is truly difficult. **Dialogue** becomes harder to understand as readers speak in vernacular, use difficult vocabulary, or say very little. Dialogue may be from another time and place. **Setting** Whole chapters, not just short passages, jump back in time. **Tricky** The narrator is often unreliable, proclaiming things and later changing his/her mind. **Allusions** The text expects the reader to have a lot of background knowledge about the world and other texts (often the canon) (i.e. The Fault in Our Stars references Romeo and Juliet; The Impossible Knife of Memory expects the reader to know about PTSD.)	**Genre/Author:** - What do you know about this kind of book or this author's work that will help set you up to read it well? What kinds of issues tend to come up in this genre/in this author's work? **Setting:** - Describe the **setting**. - What is the mood or the tone of the setting / How does it make you feel? - How does the setting affect the characters in different ways? - How does the setting change over time or across sections - how does this affect the tone of the story? **Characters:** - Explain how characters are complicated by conflicting wants, troubled relationships, and lack of self-knowledge or confusion about themselves. - Are the characters fitting into particular roles (**archetypes**)? Which ones (villain, hero, sidekick, advisor…)? - How are the characters set up in groups that have different kinds of power? What are the different characters' roles in the power struggles? **Problem** - What are the major **problems (conflicts)** and the minor problems? - What are the major **plots** and subplots? - How do characters respond differently to the various conflicts and how does that show different sides of these problems? **Social Issues** - Did you come to this text with certain ideas or assumptions about this issue? (The blurb on the back can hint at what issues are there.) What does the text want you to think and does it match your thinking? **Themes** - What are the themes running through your text? - How is the author commenting on large social systems – what critiques of society do you see in this text? (*could be based on critiques of social norms around gender, class, race or around imbalances of power.) **Figurative Language** - What symbolism (images, objects, metaphors, events) exists in this text? How does the author use the symbol to advance his themes? - Sometimes symbols show up that have ROOTS in more classical literature. If you know about **Greek mythology, sacred texts (like the Bible or the Qur'an), astronomy, classical fables, or other cultures**, you might think about the before, during or after you read. There might be objects or images that are important in classical sources and they might mean something! **Allusions/References** - If the author quotes another text in an epigraph, or if the characters are reading something, it's worth asking: why is this other text included? How do its themes or characters connect to this book's themes and characters? If you don't know anything about the referenced text, Wiki it! Better yet, put it on your reading plan! - If the setting or issue in the text is rooted in reality/history, do some research to learn more about it - ask: how is this book commenting on this time period or issue?

Reading Plan: I will read (#)_____ books by (date) _____.