

## Level A-B

Skill Development	Coaching Prompts/Questions
Use the cover (title, illustration, a look at some pictures in the book, etc) to get ready to read	<ul style="list-style-type: none"> <li>◆ Watch how I read the title, look at the picture, and think 'what might this book be about?'</li> </ul>
Match the spoken words to printed words	<ul style="list-style-type: none"> <li>◆ Point under the words</li> <li>◆ Does it match?</li> <li>◆ Were there enough words?</li> <li>◆ Check it</li> <li>◆ Notice how I keep my finger under the word until I say each part. You try it.</li> </ul>
Move from left to right when reading	<ul style="list-style-type: none"> <li>◆ Where do you start?</li> <li>◆ Which way should you go?</li> <li>◆ Where should you go next?</li> </ul>
Use the illustration and the story as a source of information	<ul style="list-style-type: none"> <li>◆ Look at the picture and think 'what would make sense here?'</li> <li>◆ (teacher taps the picture to cue use)</li> <li>◆ What could help you figure that out?</li> </ul>
Locate know word(s) in text	<ul style="list-style-type: none"> <li>◆ Is there a word you know?</li> <li>◆ Point at and read the words you know.</li> </ul>
Read with crisp, quick pointing and quick repetition of high frequency words with repeated readings of the same books	<ul style="list-style-type: none"> <li>◆ Notice how I touch under the word, read it quickly and move on. You try it.</li> <li>◆ Are you moving quickly from word to word?</li> </ul>
Understands the book	<ul style="list-style-type: none"> <li>◆ What happened?</li> <li>◆ What was this whole book about?</li> </ul>

## Level C-D

Skill Development	Coaching Prompts/Questions
Use some of the letter(s) of a word (beginning letter, and later, final letter) along with meaning and word order sources of information.	<ul style="list-style-type: none"> <li>◆ Check the picture and use the first sound to think ‘what could make sense that starts like that?’</li> <li>◆ Does that look right and make sense?</li> <li>◆ Think... ‘what could make sense that starts and ends like that word’?</li> <li>◆ Does it start like the word you said? Does it end like the word you said?</li> <li>◆ Use the first/last letter(s) to help you</li> </ul>
Make return sweep on more than one line of print	<ul style="list-style-type: none"> <li>◆ Which way should you go?</li> <li>◆ Where should you go next?</li> </ul>
Read known words in text automatically	<ul style="list-style-type: none"> <li>◆ What words do you know by heart?</li> <li>◆ Do you know anything that can help you?</li> <li>◆ (Expect and compliment instant recognition of words)</li> </ul>
Use the pattern of the text as a source of information to assist in reading the book	<ul style="list-style-type: none"> <li>◆ Watch how I read and listen for the pattern because that helps me with the words. You try it.</li> <li>◆ Use the first part of the sentence to predict the next word</li> <li>◆ Notice the pattern. What might this say?</li> <li>◆ Notice how I use other words in the sentence to help me predict the next word. You try.</li> </ul>
Begin to integrate sources of information (meaning, visual/letter, syntax/sentence structure) making sure it makes sense, sounds right, and looks right.	<ul style="list-style-type: none"> <li>◆ Read it again and see if it sounds like the way we talk</li> <li>◆ Read it again and see if it makes sense.</li> <li>◆ Does it sound right and make sense?</li> <li>◆ Does it look right and make sense?</li> </ul>
Reads with fluency	<ul style="list-style-type: none"> <li>◆ Listen as I read this part smoothly...now you try it.</li> <li>◆ Try reading without your finger...make your eyes do the pointing.</li> <li>◆ Make it sound smooth, like talking.</li> <li>◆ Notice how I use the punctuation to stop (.), raise my voice at the end (?) or sound excited (!)</li> </ul>
Retells story, keeping events in order	<ul style="list-style-type: none"> <li>◆ Use the title and pages and tell what happened in the story.</li> <li>◆ What was the book about?</li> <li>◆ What happened at the beginning, middle, end?</li> </ul>
Begins to analyze story to comment on events or characters and make inferences and predictions	<ul style="list-style-type: none"> <li>◆ Look at _____. What do you think will happen next?</li> <li>◆ Can you predict what will happen after reading this far in the story?</li> <li>◆ Watch how I find information in the story or pictures to support my ideas about this story.</li> <li>◆ What ideas are you having? What makes you say that...show me in the story (on this page).</li> </ul>

## Level E

Skill Development	Coaching Prompts/Questions
Notice errors and cross-check with unused source of information	<ul style="list-style-type: none"> <li>◆ Go back to read so it makes sense/sounds right/looks right</li> <li>◆ Check that</li> <li>◆ Think more about the story/picture/character to help you figure it out.</li> <li>◆ Take a closer look at _____ (point out a part of word to attend to)</li> <li>◆ Why did you stop?</li> </ul>
Monitor for all sources of information, checking to make sure what has been read makes sense, sounds right and looks right	<ul style="list-style-type: none"> <li>◆ Does it make sense and look right?</li> <li>◆ Does it look right, sound right and make sense?</li> <li>◆ Does it sound like it would in a book?</li> <li>◆ Are you right? (vary this for when the child is and isn't right to motivate self-monitoring)</li> </ul>
Uses internal parts of words-with beginnings and endings	<ul style="list-style-type: none"> <li>◆ Take a closer look at _____ (point out a part of word to attend to)</li> <li>◆ Do you see a part you know that can help you?</li> <li>◆ Move your eyes across that word letter by letter</li> </ul>
Read with fluency, tracking print with eyes, using finger only at points of difficulty	<ul style="list-style-type: none"> <li>◆ You don't need your finger. Use your eyes.</li> <li>◆ (move away the finger without talking)</li> <li>◆ Say it like the character would say it.</li> <li>◆ Listen to me. Now you try it.</li> </ul>
Retell and summarize	<ul style="list-style-type: none"> <li>◆ Think about the title and look back at the pages to think about what happened in this story.</li> <li>◆ What was the book about?</li> </ul>
Analyze story to comment on events or characters and make inferences	<ul style="list-style-type: none"> <li>◆ Notice how I talk about this part to show it was funny, happy, sad, etc.</li> <li>◆ What did you think about this part of the story?</li> <li>◆ Find a part in the story you thought was... (funny, sad, exciting, confusing...)</li> <li>◆ What made you say that? What's your evidence?</li> </ul>

## Level F-G

Skill Development	Coaching Prompts/Questions
Read increasingly more difficult words, using letter by word part	<ul style="list-style-type: none"> <li>◆ You read the consonant and next part. Now move to the next part.</li> <li>◆ Did you check across the work to make sure all parts are correct?</li> </ul>
Use parts from known words to read unknown words	<ul style="list-style-type: none"> <li>◆ You know (show a known word with a matching part). See if that helps.</li> <li>◆ Use a word you know to help you.</li> </ul>
Use context to figure out unfamiliar words	<ul style="list-style-type: none"> <li>◆ Go back to the beginning of the sentence, think about what's going on, then predict what word it might be.</li> <li>◆ What does that word mean?</li> <li>◆ Have you ever seen that word before in a story?</li> </ul>
Integrate sources of meaning	<ul style="list-style-type: none"> <li>◆ You are thinking about the story, did you check the picture?</li> <li>◆ You are checking the picture, did you think about the story?</li> <li>◆ What can help you here?</li> </ul>
Begin to monitor, cross-check and self-correct at the point of error, using sources of information	<ul style="list-style-type: none"> <li>◆ Read again and see if you can fix this word before you move on (point to tricky word).</li> <li>◆ Something wasn't quite right. Go back and see if you can fix it.</li> <li>◆ You fixed that part. What did you notice?</li> </ul>
Retells and summarizes	<ul style="list-style-type: none"> <li>◆ Retell the story.</li> <li>◆ Is that a "big event" or a "little detail"?</li> </ul>
Reads with fluency and phrasing	<ul style="list-style-type: none"> <li>◆ This part is (scary, funny, silly, etc). Read it again and make your voice sound like what is happening.</li> <li>◆ Make your reading sound like you are telling a story.</li> </ul>
Analyzes story to comment on events or characters and make inferences	<ul style="list-style-type: none"> <li>◆ What picture did you have in your mind that helped you?</li> <li>◆ Ask yourself "what has happened to me that helps me know how the character feels?" or "what do I know about this kind of situation that would help me know if it is (scary or funny or happy, etc)."</li> <li>◆ Can you think of something you know that would help you talk about what is happening (connection)? How does that help you understand...(character's perspective, actions, personal opinion, etc)</li> </ul>

## Level H-I

Skill Development	Coaching Prompts/Questions
Deals with more complex vocabulary/unfamiliar words	<ul style="list-style-type: none"> <li>◆ Did you try all the different strategies we use to figure it out? (first sound and two more, using letter sounds, thinking what the word might mean, taking the word apart...)</li> <li>◆ Check across the whole word and think about what is happening in the story to help you.</li> <li>◆ Do you know a word like that that means the same thing?</li> </ul>
Deals with literary structures, including nonfiction	<ul style="list-style-type: none"> <li>◆ Think about how this kind of text goes...how does that help you understand?</li> <li>◆ Let's think about what those words <i>really</i> mean to help us understand.</li> </ul>
Stops and self-corrects at point of error	<ul style="list-style-type: none"> <li>◆ Read again and see if you can fix this word before you move on (point to tricky word).</li> <li>◆ Something wasn't quite right. Go back and see if you can fix it.</li> <li>◆ You fixed that part. What did you notice?</li> </ul>
Reads with fluency and phrasing	<ul style="list-style-type: none"> <li>◆ Use the punctuation in this part to help you read this like you are telling a story.</li> <li>◆ Read this part again in phrases</li> <li>◆ Make a picture in your mind about what is going on here, then reread and make the words tell what is happening in the story.</li> </ul>
Envisions the text to compensate for lower picture support	<ul style="list-style-type: none"> <li>◆ Because there's no illustration, let's get a picture in our mind for what's going on.</li> <li>◆ Stop and picture what's going on here...</li> </ul>
Keeps the accumulating story events (or content) in mind  (Retell/Summarize)	<ul style="list-style-type: none"> <li>◆ (Stop the child at the end of several paragraphs or pages and ask what is happening at this point in the story. Do this across the book 3-4 times)</li> <li>◆ Is this a "big event" or "little detail"?</li> <li>◆ Let's think about this section and look back through the pages to help us think about what happened in the story so far</li> <li>◆ What's this story really all about?</li> </ul>
Makes inferences	<ul style="list-style-type: none"> <li>◆ Find a part in the story that makes you feel a certain way. Tell me why.</li> <li>◆ Can you think of something you know that would help you talk about what is happening (connection)? How does that help you understand...(character's perspective, actions, personal opinion, etc)</li> <li>◆ What made you say that? What's your evidence?</li> </ul>

## Level J-K

Skill Development	Coaching Prompts/Questions
Deals with more complex vocabulary	<ul style="list-style-type: none"> <li>◆ Read back and read ahead a bit to see if that helps you figure out what that word says/means</li> <li>◆ Have you ever seen that word somewhere before?</li> <li>◆ How can you help yourself understand what that word means/says?</li> </ul>
Deals with literary structures	<ul style="list-style-type: none"> <li>◆ Think about how this kind of text goes...how does that help you understand?</li> </ul>
Word solving is under control and independent-at point of error	<ul style="list-style-type: none"> <li>◆ Let me remind you how to break a word into parts</li> <li>◆ Something wasn't quite right. Go back and try again.</li> </ul>
Communicates understanding of text	<ul style="list-style-type: none"> <li>◆ (Ask child to retell the text/a part of the text you just read)</li> <li>◆ What are you picturing as you read?</li> <li>◆ How did your ideas change as you read?</li> <li>◆ Predict what is going to happen next.</li> <li>◆ How might the character have behaved differently?</li> <li>◆ What's the big message the author is trying to give us?</li> <li>◆ What was the problem and how was it solved (or if not solved, why not)?</li> <li>◆ What does the author want us to think/feel/believe about the story/character/information?</li> </ul>
Reads with fluency and phrasing	<ul style="list-style-type: none"> <li>◆ Show that you can demonstrate reading with appropriate stress on words, pausing and reading in phrases, using proper intonation on words, phrases and sentences, responding to punctuation.</li> <li>◆ Read that again and try to sound like the character.</li> </ul>
Makes Inferences	<ul style="list-style-type: none"> <li>◆ Find a part in the story that makes you feel a certain way. Tell me why.</li> <li>◆ Can you think of something you know that would help you talk about what is happening (connection)? How does that help you understand...(character's perspective, actions, personal opinion, etc)</li> <li>◆ What made you say that? What's your evidence?</li> <li>◆ Think about what that character is like by what he said, by what he thought, or by what he did, or by what the other characters said about him.</li> </ul>

## Text Band KLM

Skill Development	Coaching Prompts/Questions
<p>Readers carry content from one chapter or episode to the next across the whole book</p>	<ul style="list-style-type: none"> <li>◆ Retell what you just read</li> <li>◆ How does this part go with the part before?</li> <li>◆ What's the big thing happening in this chapter? How does it fit with what you've read so far?</li> </ul>
<p>Readers use the titles and blurbs on the back (or inside cover) to help them think about the storyline</p>	<ul style="list-style-type: none"> <li>◆ Based on the title and blurb, what do you think this is mostly about?</li> <li>◆ Read the title and the blurb and ask yourself "How do I think this story is going to go?"</li> <li>◆ What ideas are you already having about this book?</li> </ul>
<p>Readers must determine the central problem and plotline and follow it through the story</p>	<ul style="list-style-type: none"> <li>◆ What is the problem at the heart of this story? How does this problem exist in the real world?</li> <li>◆ What issues are the characters dealing with in this book? How do you think they will or are dealing with them?</li> </ul>
<p>Readers make inferences, especially about character's feelings, character changes over time, and the bigger message of the story. Readers understand and track multiple characters and identify their traits and how they relate to the central problem</p>	<ul style="list-style-type: none"> <li>◆ Pay attention to what the character says, does and thinks. What does this tell you about the kind of person they are?</li> <li>◆ What do the other characters say or think about _____? What does that tell you about _____?</li> <li>◆ What do you know about this character? Show me a part where you thought that about this person.</li> <li>◆ How do expect this character to change?</li> <li>◆ How has this character changed?</li> <li>◆ Think about what is happening in the story. Ask yourself "What is this book <i>really</i> all about? What is the author trying to tell me about that idea?"</li> </ul>
<p>Readers deal with more complex vocabulary /word solving            *Multi-syllable words            *Words not part of their spoken vocab but specific to topic of text            *More complex sentence structure</p>	<ul style="list-style-type: none"> <li>◆ What's another word or group of words that would make sense here?</li> <li>◆ Use all the different strategies you know to help you figure that part out.</li> <li>◆ How can you help yourself understand what that means/says?</li> </ul>

## Text Band NOPQ

Skill Development	Coaching Prompts/Questions
<p>Readers carry content from one chapter or episode to the next across the whole book, understanding that some parts might be confusing and they need to read on and then reread until they understand</p>	<ul style="list-style-type: none"> <li>◆ This book doesn't have illustrations. How are you picturing the main character (coach for details)? Keep reading, keeping up the detailed image in your mind.</li> <li>◆ How does this part go with the part before? And before that?</li> <li>◆ What's the big thing happening in this chapter?</li> <li>◆ Tell me what your picturing in your mind right here?</li> </ul>
<p>Readers must follow several causes or layers to a problem and plotline and follow it through the story to determine the central issue</p>	<ul style="list-style-type: none"> <li>◆ What's the important problem that's at the heart of the story? How has it developed across the book so far?</li> <li>◆ (Have students turn from beginning of each chapter). What did you find out in this chapter? (coach for one sentence)</li> <li>◆ What are some of the causes or layers to the problem? This happened...and also...another part of this is...</li> <li>◆ What is the conflict at the heart of the story? Why is it an issue for the characters?</li> <li>◆ What does the author want us to think/feel/believe about this issue?</li> </ul>
<p>Readers pay special attention to characters and events, knowing that something that seems insignificant may end up being much more important to the central issue and noticing when characters act out in ways other than anticipated.</p>	<ul style="list-style-type: none"> <li>◆ What is this character's relationship like with his or her family? Show me a part that makes you think that.</li> <li>◆ How do the other characters fit into this story? Why are they important to understanding the main character's life?</li> <li>◆ I didn't expect the character to act that way...did you? Why do you think he behaved like that? What do you think is going on here?</li> </ul>
<p>Readers make inferences, especially about character motivations, struggles, and underlying problems, understanding that characters are complex...not all one way or another. Make inferences about setting and its effect on the story.</p>	<ul style="list-style-type: none"> <li>◆ How does this character get along with other characters?</li> <li>◆ How have the relationships in this book changed since you started reading?</li> <li>◆ What issues is this character really dealing with? What makes these issues important in the world?</li> <li>◆ How has this character become a better or worse person so far in the story?</li> <li>◆ How has this character shown you that he is not all good or all bad?</li> <li>◆ What does the character think/feel/believe about this issue?</li> <li>◆ Sometimes the characters have ideas we don't agree with or have not thought of before. Tell me about a place where that happened for you, that you thought about things differently than a character.</li> <li>◆ How do different characters in this book have different points of view about the issue they're facing? Which character's viewpoint do you feel most connected to and why?</li> </ul>
<p>Reader envisions (the setting) to help understand the story</p>	<ul style="list-style-type: none"> <li>◆ This part tells us a lot about the setting. How is this setting important to what's happening right now?</li> <li>◆ What are you picturing right now (prompt for detail)?</li> <li>◆ This setting takes place at a different time in history. What do you know about the time period? Let's read together and see how it helps us understand the characters.</li> <li>◆ Books at this level expect you to fill in the details that are missing. Show me a place where you had to make the picture more complete. Tell me what you added in your mind.</li> </ul>
<p>Readers deal with more complex vocabulary /word solving *Tricky passages *Figurative language *3 or more syllable words</p>	<ul style="list-style-type: none"> <li>◆ This word (phrase) doesn't make sense if we think about what it usually means. What's another meaning that might make sense?</li> <li>◆ Have you heard this phrase before? What did you think it meant?</li> <li>◆ Read back a few paragraphs. What are you picturing is happening in the story now? Read forward one paragraph. What's happening? Now think... "What does this word (phrase) probably mean?"</li> <li>◆ What do you know about the character? How is he feeling right now? Behaving? How might you read this to feel like the character? What might this part really mean knowing what you know about the character's feelings or motivations?</li> <li>◆ Let's read the whole word bit-by-bit...what does the first part sound like? Now the next part? Last part? Now put it together. Say it faster.</li> </ul>



## Text Band RST

Skill Development	Coaching Prompts/Questions
<p>Reader is able to hold longer, more complex stories in mind from chapter to chapter across longer text and can synthesize across connected short stories</p>	<ul style="list-style-type: none"> <li>◆ Beginning: Let's plan out this book so you can finish it in a week or so</li> <li>◆ Middle: You've read a lot so far. Stop and think back to the most important parts you've read so far. What's the big problem? How has it been getting worse? Jot it down. Read on expecting change.</li> <li>◆ End: How do you think differently about the characters now than you did in the beginning?</li> <li>◆ After reading across some of these stories, what are you finding they have in common? Could be a character, setting, or idea that shows up in every story.</li> <li>◆</li> </ul>
<p>Reader deals with a variety of literary features, sometimes including shifting in voice and/or parts of the text that functions as symbols (setting, objects, etc.)</p>	<ul style="list-style-type: none"> <li>◆ Who is the narrator? Are there places where the narrator changes how they tell the story? (diary entries, etc) How is this helping you understand?</li> <li>◆ Is there a repeated image or object throughout the story? What might stand for in this book? How does it show something important about the character or their world?</li> <li>◆ Think about the setting in this book. How does it influence the characters in this book?</li> </ul>
<p>Reader is able to see more than one side of an issue and connect themes in the book to other texts and/or real world events</p>	<ul style="list-style-type: none"> <li>◆ What is the conflict at the heart of this story? Why is it a big issue for the characters?</li> <li>◆ What does the author want us to think/feel/believe about the issues? Do you agree or disagree with the point of view? How does this compare with what the author of another book wanted you to think/feel/believe about the issue?</li> <li>◆ What is the conflict at the heart of the story? Where have you seen this conflict in other stories or the world?</li> </ul>
<p>Reader reflects on themes that are controversial with many sides, such as prejudice, war, growing up</p>	<ul style="list-style-type: none"> <li>◆ The issues in this book are pretty big...issues that never seem to get solved in the world. How has reading this book helped you think differently about the issue? What reaction have you had so far?</li> <li>◆ What does the author want us to think/feel/believe about the issues? How is it the same or different than what we were expected to think about the issue in another text?</li> </ul>
<p>Reader analyzes and reflects on character development, paying special attention to symbolism as it relates to the character</p>	<ul style="list-style-type: none"> <li>◆ What have you noticed about how the characters changed? Have they changed emotionally? Physically?</li> <li>◆ This passage seems to be about something else, it seems to be different than the main part of the book. What about this part connects with a character or an issue the characters are dealing with? How does this change your thinking about the character or issue?</li> <li>◆ Pay attention to minor characters. Be on the lookout for how those minor characters may play a big role later in the text.</li> <li>◆ How have the minor characters helped you understand the main characters more deeply?</li> <li>◆ What do you think is motivating this character? What are you thinking about who this character is as a person?</li> </ul>
<p>Reader deals with more complex vocabulary including multiple meaning words, technical vocabulary, and dialect or foreign language. Reader may encounter tricky chapters that don't make sense</p>	<ul style="list-style-type: none"> <li>◆ This word could mean many things. Based on everything you know from this book, what does it likely mean?</li> <li>◆ This seems to be written in a particular voice. Let's read it aloud and think about what the words mean. Keep the accent in your head as you think about the words.</li> <li>◆ This word seems to be very specific to _____. What is happening with _____ right now? Let's use that to think about what this word would mean.</li> <li>◆ Sometimes we read chapters that don't seem to fit with the story at all. Put a post it here. As you continue to read, hold in your head the question "Why did the author include that chapter? How is it important to the rest of the story?"</li> </ul>

## Text Band UVW

Skill Development	Coaching Prompts/Questions
<p>Reader reads with fluency and phrasing dealing with passages written in dialect or foreign words and phrases</p>	<ul style="list-style-type: none"> <li>◆ Listen to how I read this part. Do you hear how it's written in a particular voice? Try the same part. Now read without looking. Try to hear this accent whenever you read from this voice.</li> <li>◆ Notice the words in italics. Those are usually foreign words or phrases. Try to say them as best you can so you don't interrupt the reading in your head.</li> </ul>
<p>Reader follows subplot and is able to make connections to the primary plot (flashbacks, story within a story, etc)</p>	<ul style="list-style-type: none"> <li>◆ This chapter seems to present a different problem. How does it fit with what has been going on so far?</li> <li>◆ This chapter is told from a different point of view. How does it add to or change your thinking of the story?</li> </ul>
<p>Readers pay special attention to symbols in the text, wondering if everything they read might mean something more. Symbols might not be repeated as in earlier levels.</p>	<ul style="list-style-type: none"> <li>◆ Sometimes the author uses the setting, an event or an object to mean something more in the text. It may be repeated but it may not. What do you think the author is really trying to say here? What do you think this part could really be about?</li> <li>◆ As you read, be on the lookout for symbols. When you read something that seems to be important, think "could this really mean something more?"</li> <li>◆ Could the setting be a symbol of a theme or issue in the character's life?</li> </ul>
<p>Reader deals with more abstract themes that allow for multiple interpretations and uses thinking about multiple characters to elaborate on themes in the book dealing with more mature concerns and issues such as politics and social issues</p>	<ul style="list-style-type: none"> <li>◆ What might this book be trying to tell us about life?</li> <li>◆ Are there any big questions that this book has made you think about? Have any of the characters asked big questions?</li> <li>◆ What do the different characters think about the issues in this book? How are they the same and different? How is your thinking growing based on the different viewpoints?</li> <li>◆ What do you know about this theme or issue in the world? How does that connect with what the author is trying to make us think/feel/believe? What do you think now?</li> </ul>
<p>Reader deals with more complex vocabulary including: *Technical words requiring background knowledge and not defined in text</p>	<ul style="list-style-type: none"> <li>◆ Read this part out loud. What do you think these words are trying to say? What do you think this word might mean?</li> </ul>

## Text Band XYZ

Skill Development	Coaching Prompts/Questions
<p>Readers need to use everything they know about genres and text structures to read highly complex texts</p>	<ul style="list-style-type: none"> <li>◆ Listen to how I read this part. Do you hear how it's written in a particular voice? Try the same part. Now read without looking. Try to hear this accent whenever you read from this voice.</li> <li>◆ Notice the words in italics. Those are usually foreign words or phrases. Try to say them as best you can so you don't interrupt the reading in your head.</li> </ul>
<p>Readers must follow many characters, including a narrator who may say things that are not representative of what the character might be thinking or feeling. There are many conflicting viewpoints and events. Characters are often dealing with identity issues.</p>	<ul style="list-style-type: none"> <li>◆ Does what the narrator say match with what you are thinking about the character being discussed? What really might be going on here?</li> <li>◆ How do their views differ? How is it helping you really understand the issues the character is facing?</li> <li>◆ Talk about the relationships between the characters.</li> <li>◆ Whose voice is being heard in this part? What are they really trying to say? Do you agree? Whose voices are left out?</li> <li>◆ How is the character changing across the book? What is the big issue at the heart of this story? How is it affecting the character?</li> </ul>
<p>Readers pay special attention to symbols in the text, wondering if everything they read might mean something more. Often references are left unexplained.</p>	<ul style="list-style-type: none"> <li>◆ Sometimes the author uses the setting, an event or an object to mean something more in the text. It may be repeated but it may not. What do you think the author is really trying to say here? What do you think this part could really be about?</li> <li>◆ As you read, be on the lookout for symbols. When you read something that seems to be important, think "could this really mean something more?"</li> <li>◆ What is this part referring to? Why do you think the author included it? What is really going on here?</li> </ul>
<p>Reader draws on background knowledge and prior reading experiences to think critically about themes presented in the book.</p>	<ul style="list-style-type: none"> <li>◆ Where can you go to learn more about this issue? How did that reading or learning help you better understand the issues in this book?</li> <li>◆ What do you know about this theme or issue in the world? How does that connect with what the author is trying to make us think/feel/believe? What do you think now?</li> </ul>
<p>Reader deals with highly complex literary devices, unusual words and connotations, and powerful figurative language. Dialogue is especially tricky at this level, representing different times and places.</p>	<ul style="list-style-type: none"> <li>◆ Read that part again. Whose voice is heard there? Read on hearing that voice in your head as you read?</li> <li>◆ What pictures do you have right now? Where are you imagining this scene taking place? What do you hear? What are they really trying to say to each other...what does it mean?</li> </ul>